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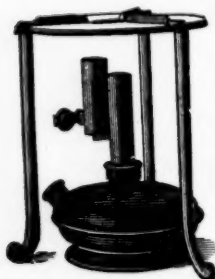
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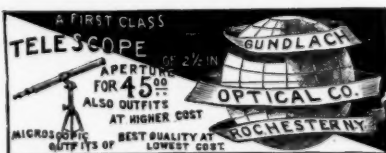
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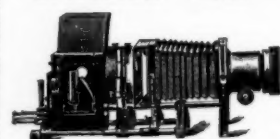
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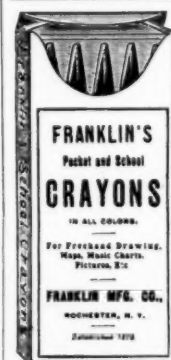
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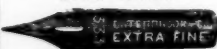


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No. 6

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The business department of THE JOURNAL is on page 148.

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That "Extra Effort."

At the "Oriental Night" of the Aldine club, which was devoted to tales and remarks relative to Persia, Japan, and China by travelers, a tall fine-looking gentleman was seen in the doorway of the parlor. The pleasant smile of recognition seemed to flash back through the numerous events of twenty years, and I could see the young man as he was then. It so affected me that I felt I must tell the story, for it is a real story, and a story with a meaning.

Once upon a time, and this time was about 1875, a young man found himself at sixteen years of age working in a bakery; he had been taught the trade thoroughly and his parents felt he was sure of earning a good living. A tunnel was being carried through some rocks near the town in which he was employed; having leisure in the afternoon, his working hours being from about 2 A. M. to 12 noon, he visited the tunnel, mainly as a diversion; here he saw a physician picking up minerals and in an imitative way he picked them up. It seemed to him that there must be some value in them or this man would not put himself to the trouble of scrambling over the rocks and gathering them; at all events he followed the lead of the physician and learned the name of certain kinds, and that good specimens could be sold for a dollar.

He began to talk of his minerals; some one mentioned to him that the writer had some, possibly a hundred, gathered at odd intervals; he paid me a visit and looked at my minerals; finding him interested I gave him some, showed him a treatise on minerals, and advised him to make a collection and try to sell it.

For two or three years he worked ten or twelve hours in the hot bakery in the morning and worked at minerals in the afternoon. A collection was made and sold and twenty-five or more dollars realized. But he had learned a good deal about minerals by this time, and finding employment in a mineral store cut loose from the bakery.

For two, three, or five years he worked in this new field; but here he pursued his old plan of reading more broadly. He began to give close attention to rough, precious stones; finding a rough sapphire or topaz that could be bought with the little accumulation of money he had made, he would take it and sell it to some one who would pay a larger sum. Then, becoming known to dealers, he would borrow a stone that was valued at ten dollars and carry from dealer to dealer until he could sell it for fifteen. This effort to earn a living, it must be remarked, made him known as an expert in pronouncing upon the quality and value of pre-

cious stones. So it is that our daily work, if rightly prosecuted, leads us to higher stages of usefulness.

Becoming known in this way as one competent to decide on the merits of valuable minerals, he was invited to an important position in the largest mercantile establishment devoted to costly jewels, and this position he holds to-day. Articles on the precious gems written by him are held in high esteem. He has an accorded place among the intellectual workers of this great metropolis.

These were the thoughts I had as I saw him in the doorway; and soon after having the opportunity, I put the question, How did this come about? "Well, it was in the extra effort. In the bakery the other workmen would spend the afternoon in drinking beer and playing cards, saying they had done a day's work. They laughed at me when I came in with a basket of minerals. 'There's no good in them stones.' Nor did I know there was any good in them, but I saw the Doctor picking them up and he offered me a dollar for a perfect specimen, and it was pleasant to be walking among the rocks—it wasn't that I had any more taste for minerals than the others; it is nonsense to say a man is born with a taste for minerals.

"Then you encouraged me with the idea that 100 or 200 well selected minerals could be sold, and suggested how I could collect and sell them; of course I have had fifteen years of schooling in minerals, ten of them being among diamonds, pearls, rubies, sapphires, etc. But I am willing to-day to go anywhere to find a man who has something to say concerning them. I write to men who have been to Africa or Brazil, and try to meet them so as to learn about the diamond fields. Yes, it is the extra effort that makes any one."

Now the struggle of this paper has been for twenty years to endeavor to have every reader make an "extra effort" in his field of work, to advance in knowledge of subject matter and in his knowledge of the child—how to assist him and form his character. A vast number have listened to this advice. Many a teacher has followed, in the study of education, the plan proposed by this young baker for himself, and like him has the consciousness of knowing his surroundings, which has been gained by getting on an eminence of some kind. Many others enter the school-room, day by day, the same persons they were when they left it yesterday—and are satisfied thus to live and attempt to teach.

It would seem the example set by their pupils would be contagious; it is plain to the teacher that a pupil who comes to school and cannot be induced to make the effort to advance beyond his yesterday's work will amount to very little; but is not the same thing true of the teacher? Day by day a little extra effort in pedagogics, in literature, in science, or in philosophy and the teacher becomes quite another being at the end of the year.

How Shall He Govern?

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It is often the case that a meritorious student is at his wit's end when he enters the school-room and attempts to maintain order. A man is remembered who had many worthy qualities; he had essayed to be an Episcopal clergyman and had failed because he could arouse no interest; then he opened a private school and found he could not govern it; he wisely secured an assistant who could. Seeing how easily this assistant managed the large room he determined to attempt it himself; a turmoil arose which broke up the school. One of my own assistants was apt to send to me several pupils for correction daily; it was a mystery to me for some time why good boys and girls became bad as soon as they passed under her care. One pupil being asked why he had thrown a paper-wad in his class replied, "Oh, it seems to worry her so much, we cannot help it." I confess I reproved him with little fervor.

I had another assistant who daily sent me a delinquent; on inquiry I could find no good reason for reproving the pupil severely. She left and on installing her successor I said, "Do not send your troublesome pupils to me." She responded, "I am glad you say so: I like to attend to my own delinquents." She never complained to me of a single pupil. She was a little woman, hardly weighing one hundred pounds. Why could she govern that room so perfectly and her predecessor worry her life out of her in trying to do it, and then not succeed?

This is a problem I cannot say I have solved, though I have thought over it a good deal. The solution offered by unthinking ones is, "Some are born to govern." So I suppose some are born to be butchers!

There must be something lacking in the mental constitution when one fails to govern; it is a mental lack. A person may barricade himself behind a text-book and ask questions and fancy he is teaching, but it is a mistake. As a rule good teachers are good governors. This will probably arouse dissent; but rightly understand what is meant by that grand word teaching and you will agree to the proposition.

A teacher knows the child's mind, knows his springs of action and is able to direct his energies, and this is government. This teacher we say knows the child and knows how his mind is influenced, knows there is a good deal in *manner*. It is a common mistake to suppose that the one who governs well talks a great deal; the person of power talks little. Much unnecessary talking in the school-room by the teacher is sure to cause disorder; it is an evidence of want of power. I repeat, manner discloses the ability or inability to govern. I can tell very soon whether a new teacher is likely to govern well by a conversation; I watch the manner: if he is reserved, follows my thought closely, takes me in as well as my thought; answers to the point, and stops there—a good impression is produced.

When a teacher has asked me how to learn to govern, I have prescribed that an individual be chosen by him—a stranger—and that he determine by his personal power to influence that person. It is an easy experiment and one that will reveal one to oneself. A teacher who cannot summon up personal power to employ on and control one individual will not likely be successful with a large number.

An Incompetent Reviewer.

No class of persons have brought upon themselves more deserved ridicule than teachers for proceeding without principles in their work. This was perceived in this country and diligent efforts made to remove the charge. A good many volumes have been devoted to an exposition of the principles in education, one of the latest being "Talks on Pedagogics," by Francis W. Parker, the well-known principal of the Cook County (Chicago) normal school.

This work was reviewed by one H. G. Wells, in the *Educational Times*, London, who betrays a narrowness of judgment, a meagerness of knowledge of what he was writing about, and an entire incompetence to deal with the subject assigned to him. The article strikes one as having been written without seeing the book; there is a good deal of such reviewing; it can be done with many books, but this is a case where it would not work. Col. Parker has spent twenty years in turning over the thoughts he has given expression to in his book, and it was impossible for Mr. Wells to review it in the flippant manner he proposed to himself without being detected.

Flippancy is the word that describes this review. In fact, it is no review, but remarks made by one who set out to write down the book and felt at the end of every sentence that he had made a hit. It is reported of Thackeray that after writing one of his fine sentences he brought down his fist on the table saying, "By George, that is finely put." In reading Mr. Wells' remarks it would seem that he must have said this to himself quite frequently. When he handed in his review and pocketed his money he undoubtedly remarked, "I've just taken his bloody hide off." This is to be inferred from the entire tone of the article. It is plain to the reader after three sentences that Mr. Wells has started out to condemn the book.

He evidently has turned the book over, for he spends a paragraph on the diagram with which Col. Parker attempted to illustrate his idea of Concentration, but aside from this there is no evidence that he has read the book. Yet he infers from glancing over it that there is "no science of education in Chicago." This shows him a sort of intellectual Samson on drawing inferences. Mr. Wells must needs round up with a strong sentence, and so he says that Col. Parker "must accept the popular estimate with such patience as he may." This is enigmatic. If he means Mr. Wells' "estimate" it can only be said no estimate has been made. The probability is that he is wholly incapable of making one. We dismiss Mr. Wells, advising the *Educational Times* that they need a man of ampler brains on their staff of reviewers.

The *Educational Review* referring to the reviews in the *Journal of Education* and the *Educational Times* says: "In the *Journal of Education* is a brief notice, intelligent and discriminating. It is not laudatory, perhaps not even commendatory, but it is eminently fair, and obviously written by some one who has *really read* the book with a view to find out what it contains that is helpful."

"The *Educational Times*, on the contrary devotes a full page to what is practically an exhibition of horse play, by a reviewer who signs his name. There is no evidence that the writer has any sympathy with the object of the book or any *real knowledge* of the problem it tries to solve. The matter would not be worth mentioning were it not illustrative of the general attitude of thousands of teachers toward the scientific study of education. The writer represents all of the insularity and philistinism that is characteristic of so many of his guild."

The *Public School Journal* says of this review, "there is little evidence he has read the Talks;" "its thought and spirit have evaded him;" "the 'top-loftiness' of the critic is more repulsive than the 'revivalistic' style of Mr. Parker."

Miss Elizabeth P. Hughes, principal of training college, Cambridge, England, says of "Talks on Pedagogics:" "I have read Col. Parker's book pretty carefully

and like it greatly. . . . I have already lectured on it; shall bring it before our students next term, and have recommended it to a great many people."

The *Kindergarten Magazine* writes: "Colonel Parker's 'Talks on Pedagogics' is creating a furor of discussion among English schoolmasters. It is only natural that the chapter on 'Democracy in Education' should not appeal to the average continental or British school man."

This review is referred to here mainly to show that the ordinary hack reviewer is no longer able to handle educational books. Education is a science that demands deep and special knowledge; the man who undertakes to measure up a book which has cost as much thought as "Talks on Pedagogics" must necessarily have thought deeply on the same subject.

The Study of Civil Government: A Means of Training in Patriotism.

By WILLIAM A. MOWRY.

America is not Europe. A republic is not a monarchy. What may be needful here may not be necessary in the old world. The most distinctly American institution we have is our system of public schools. This institution is essential on account of our peculiar form of government. The necessity for an intelligent citizenship in order to perpetuate republican institutions is the *raison d'être* of the public school.

To tax the property of the state in order to educate the children of the state is defensible because the perpetuation of the state requires universal intelligence. But, it may reasonably be inquired, intelligence in respect to what? Not that intelligence which is requisite to fit the recipient to earn a livelihood, but rather that which he requires in order to render him useful to society, and especially that which fits him to properly perform his duties to the government.

Gratitude alone and common courtesy would suggest that all pupils in government schools should be patriotic. But patriotism is love of country, and surely love of country requires and presupposes a knowledge of the country. Now "country" is nothing apart from what that word stands for. But let it stand for freedom, intelligent citizenship, republican institutions, equal rights before the law, the right to "life, liberty, and the pursuit of happiness," and the spirit of patriotism fills the soul. "Love of country" must be preceded by a *knowledge* of country. No one can love that of which he is in ignorance. Therefore, if we would inspire in the minds of the young a true, rational spirit of patriotism we must cause the study of the principles and facts of our peculiar government to be known.

The children in the schools should know (1) the history of our government. They should be made familiar with the colonial forms of government, the royal or provincial governments, the proprietary governments, and the charter governments. They should know something of the conditions which preceded the "Declaration of Independence" and the "Revolutionary war." (2) They should understand something of our local, township, and county government, the town, or county, and city officers, their rights and functions. (3) They require to be informed in regard to the details of the state government, especially of the three grand departments, the legislative, the executive, and the judicial departments, and (4) they should be made acquainted with the same grand divisions of the national government.

How important it is that the boys and girls in the grammar schools should be made to understand how and when a president of the United States is elected, and what his duties are; how the Congress is composed of two houses, and how the members of either house are chosen; what U. S. courts have been constituted and what sort of cases can be tried before them.

In like manner what interest for the young clusters

around the method of election of the governor of the state, of the members of the state legislature—house and senate, of the constitution, province, and duties of the state courts, and what cases can be brought before them.

Children will always be interested in learning of the duties of selectmen in the towns of New England, county officers in other sections of our country, and especially the facts concerning the mode of election, the powers and duties of the mayor, aldermen, and councilmen in the cities.

Tell the children at the proper stage and in the proper way that to be president of the United States a man must be (1) thirty-five years of age, (2) a native born citizen of the United States, and (3) that he must have resided in the United States fourteen years. Then give the qualifications of a United States senator:

(1) He must be thirty years of age.

(2) He must have been a citizen of the United States nine years.

(3) He must at the time of his election be an inhabitant of the state in which he is chosen.

Then ask them to notice the difference in the qualifications of a representative in Congress:

(1) He must be twenty-five years of age.

(2) He must have been a citizen of the United States seven years.

(3) He must be an inhabitant of the state for which he is chosen.

Then compare the qualifications of the corresponding officers in the state government, in the state where the school is located. Tell the children to observe that no state can add to these three simple points of qualification for United States officers.

All children in grammar schools should know that they are liable to touch the local and state governments every day of their lives, in the schools, roads, streets, street lights, police, constables, and in various other ways, but that the only place where they come in contact with the United States government in ordinary life, is at the post-office. They should be made familiar with the fact that post-offices, light-houses, custom-houses, commerce, Indian and territorial affairs are matters pertaining to the national government. The peculiar autonomy of our government, as local, state, and national, should be made clear.

In this way our young people will begin to appreciate what is meant by being an American citizen. They will early and easily learn that our peculiar, popular government bestows great gifts upon every citizen, however humble he may be. Let it, however, always be made clear that voting, or the power to vote, is not a *right* belonging to every citizen, but only a *duty* placed by the body politic upon certain classes of citizens, and that this can be changed, abridging or enlarging the political franchise, as it is estimated the public good may require. But let it also be seen that this right to vote is usually defined by a written constitution and that no change can take place in regard thereto except by a change of the constitution by popular vote, in accordance with forms of law.

Is it not quite apparent that such a study, here only very briefly outlined, will inevitably promote, foster, and encourage the spirit of true patriotism, and that unless the child in some way learns the essential facts of our government it is absolutely impossible to develop in him this spirit? May the time be hastened when the facts and principles of popular government shall be a compulsory study in all the public schools of our land.

"We need to develop in our schools not only intelligence and moral character, but also an appreciation of the duties and privileges of citizenship. Special efforts should be made to cultivate in the hearts of youth a love of home and country and a spirit of patriotism. For the accomplishment of this object an influential means is the commemoration of historic events which adorn our history or shaped our free institutions."

—Edward Brooks.

The Washington Family.

The Washingtons are descended from an ancient English family, and as this family can be traced back to the time of the Norman Conquest (1066) it is believed that it was originally a Norman or French family. A knight by the name of William de Hertburn is mentioned in the Bolden Book written in 1183. William is a Norman name; Hertburn was the village in which he lived; it was the custom at that period among Norman families of rank to take surnames from their castles or estates; not until many years after this period were surnames assumed by the people; even then they did not descend hereditarily on the family. By the Bolden Book it appears that William de Hertburn in 1183 had exchanged the village of Hertburn for the manor and village of Wessyngton and was to pay the bishop four pounds a year rent, to bring two greyhounds to the hunt and to furnish an armed man for military affairs. This discloses the fact that the bishop in those days was engaged in civil as well as religious matters; in fact, the bishop of Durham was a sovereign having judges, chamberlains, secretaries, stewards, etc.; he was under feudal obligations to furnish soldiers when the king demanded them.

The William referred to changed his surname when he changed his lands; he was now William de Wessyngton; the new estate was held for seventy years. In 1264 we find in the Bolden Book a William Weshington of Weshington among the list of knights that fought for Henry III. at the battle of Lewes from the county of Durham. In 1334 a Sir Stephen de Wessyngton is mentioned among a list of knights who were to tilt at a tournament; he bore for his device a golden rose on an azure field. In 1369 William, lord of the manor of Wessyngton, died; his son and successor is mentioned as Sir William de Weshington and he appears to have sat in the privy council of the county; he had only a daughter as heir and by her marriage the property passed from the Weshingtons and in 1400 it was owned by the Blaykistons. But others of this family (probably brothers of Sir William) were in this vicinity and kept up the name. In 1416 John de Wessyngton was prior of the convent attached to the cathedral of Durham, and was buried in 1446 at the door of the north aisle of his church.

The de Wessyngtons appear to have separated into several branches by 1450 and to be holding estates in various parts of England; their names are honorably recorded in county histories or engraved on monuments in the churches and cathedrals. The *de* disappeared from most names in which it was used about the time of Henry VI.; the spelling of the name varied from Wessyngton to Wassington to Washington and finally to Washington; a parish in Durham has the name of Washington in which it is believed the ancient manor of Wessyngton was situated.

There was a John Washington in Lancashire, whose son Lawrence went to London, was a lawyer in Gray's Inn, and who in 1538 received a grant of "Sulgrave," being the lands belonging to the monastery of St. Andrew's which Henry VIII. confiscated. Sulgrave remained in the family until 1620. In the pavement of the parish church there is a stone slab that bears effigies on plates of brass of Laurence Washington, gent, and Anne his wife and their four sons and eleven daughters; the date is 1564. A direct descendant was Sir Henry Washington who fought under Charles I. in 1646; under Cromwell England became an uncomfortable residence for all who had fought for Charles. Two brothers, John and Andrew Washington, great-grandsons of the Sulgrave Washington emigrated to Virginia which was a favorite resort of the cavaliers, as the followers of Charles were called.

These brothers arrived in Virginia in 1657 and bought lands in Westmoreland county between the Potomac and the Rappahannock rivers. John married Miss Anne Pope and lived on Bridge's creek near where it falls into the Potomac; in honor of his services the parish was called Washington, and still bears the name.

His grandson, Augustine, was born there in 1694; he married twice. By the first marriage two sons grew up, Lawrence and Augustine; for his second wife he married Mary Ball and by her he had four sons, George, Samuel, John, and Charles, and two daughters. George was born Feb. 22, 1732. No vestige of the house remains; two or three decayed fig trees with shrubs and vines mark where the garden existed; a stone has been placed on the site of the house with an inscription stating that the birthplace of Washington was here.

It is well to note that the ancestry of Washington, while not marked by wealth, is marked by respectability, enduring worth, honor, loyalty, and other features that give it a certain distinction; they aimed at the best and to be among the best; they seemed to have within each and all a spring or motive that moved them to higher points in life.

Not long after the birth of George, Augustine Washington removed to an estate in Stafford county opposite Fredricksburg; the house stood on a rising ground overlooking a meadow which bordered the Rappahannock river; this house like the one on Bridge's creek was built of wood and its site is only to be traced by fragments of bricks and earthenware. The eldest son Lawrence, when about fifteen years of age was sent to England for his education; George went to a school kept by one of his father's tenants, the sexton too of the church. Lawrence returned from England and became the model for his brother George; there was a difference of about fourteen years in their ages. Lawrence when twenty-two was made captain in a regiment and sailed to the West Indies; he was present at the siege of Carthage; he returned home in 1742 and his accounts of the engagements in which he participated must have had an inspiring effect on his brother George. Lawrence married and settled on his estate on the banks of the Potomac which he called "Mount Vernon" after admiral Vernon under whom he served in the siege of Carthage.

"Betsey Ross and the Flag."

In 1777 Congress appointed a committee with General Washington at its head to design a flag suitable for the new-born nation called the United States of America. The committee prepared a design, and then looked around for some one to make the flag in accordance with their ideas. In a little house at 239 Arch street, Philadelphia, still standing, lived a young woman named Betsey Ross, noted for her skill in needle-work. So widely was this skill recognized that it is said that she made the handsome ruffled bosoms for the shirts of the general himself—bosoms that are preserved to this day as samples of her handiwork. General Washington, remembering her skill, called upon her, and showing her a rough draft of the flag—the draft is still in possession of the State Department—asked her whether she could make such a flag? "I can try," was her modest yet confident answer. The design consisted of alternating red and white stripes and thirteen six-pointed stars on a background of blue. Betsey Ross suggested that five-pointed stars would be more appropriate, and finally prevailed upon the Father of his Country to adopt her suggestions by showing him how to make a five-pointed star by a single snip of her scissors. A further change in the arrangement of the stars was made from the original circle to the old idea of a cross.

The flag made by Betsey Ross and submitted by the committee was adopted by Congress on June 14 of that year. The evidence seems entirely authentic that she made the sample flag, and with such acceptability that she was commissioned to make a number more. Her uncle, Col. Ross, is said to have provided her with the means to procure the necessary material; and there is a record of an order on the Treasury in May, 1777, "to pay Betsey Ross 14 $\frac{1}{2}$ 12s. 2d. for flags for the fleet in the Delaware river."

The grave of Betsey Ross is in Mount Moriah cemetery. A simple headstone marks her resting place, upon which is the following inscription:

"In memory of John Claypole, who died August 3, 1817, aged 65 years. Also Elizabeth Claypole, died January 30, 1836, aged 84 years. Also James Campion, died February 14, 1836, aged 26 years."

The Elizabeth Claypole is the widow of John Claypole, and is the Betsey Ross who made the first flag a few years before her marriage to him.—From the report of Supt. Edward Brooks, of Philadelphia.



The Washington Monument.

By EDNA DEAN PROCTOR.

Have you seen by Potomac that shaft in the skies,
From the meadows exulting to mate with the sun?—
Now misty and gray as the clouds it defies,
Now bright in the splendor its daring has won!
The winds are its comrades, the lightnings, the storm;
The first flush of dawn on its summit shines fair;
And the last ray of evening illumines its form
Towering grand and alone in the limitless air.

By Nile rise the Pyramids, wrapped in the shade
Of ages that passed as the waves on the shore;
And Karnak, majestic, whose vast colonnades
A god might have fashioned for man to adore;
And Baalbec uplifts like a vision divine
Its wonder of beauty by Lebanon's wall;—
But captive and slave reared in sorrow the shrine,
The palace, the temple, the pyramid tall.

To Freedom Potomac's proud obelisk towers,
And Karnak and Baalbec in beauty outvies,
For Washington's glory its grandeur empowers,
And freemen with joy piled its stones to the skies!
O Symbol of Liberty, matchless, sublime,
Still soar from the meadows to mate with the sun,
And see thy Republic, to uttermost time,
The noble, the peerless, the Many in One!

The Childhood of Washington.

By ADELAIDE L. ROUSE.

George Washington was born at Bridges Creek, a little town in Virginia, near the Potomac river, February 22, 1732.

His mother's name was Mary, and his father, who was a planter, was named Augustin. The Washington family came from England to America, and some of George's relatives were people of high rank.

George was the oldest child, and there were five children younger than he. From the house where little George Washington lived he had a fine view of the river, and he could see across it into the state of Maryland.

It was a queer-looking house, for the roof was steep and sloped down into projecting eaves. On the ground floor were four rooms, and there were several in the attic. At each end of the house was a great chimney.

Nothing is left of the house, and only a stone marks the spot where Washington was born.

George liked to play as well as boys do now. He was fond of games which tried his strength, such as running, leaping, and wrestling. He was very strong, and it is said he could throw a stone across the Rappahannock river, at Fredericksburg, though the stream is very wide there.

Another favorite sport was playing soldier. He would arrange his playmates into two parties, and they would play that one party was the French army, and the other the American. Of course George was one of the leaders, but he always chose the American army for his. Even in play he was a true American. His playmates liked him, and they did not mind when he beat

them in a race. He was so strong and brave that they were proud of him. He was a kind of judge among them, and often settled their disputes for them.

He must have been a good and faithful student, for he did not go to school after he was sixteen. He showed when he was a man that he knew a great deal, so he must have improved his time when a school boy.

When he was thirteen years old he would make neat, careful copies of bills, notes, deeds, and other papers, in a book so that he would know how to write them when he grew up and had to do business for himself. That book is still kept, and it shows what a painstaking boy he must have been.

He had another book in which he wrote what he called "Rules of Conduct." One of these rules was: "In the presence of others sing not to yourself with a humming noise, nor drum with your feet or fingers."

Another rule was: "Show not yourself glad at the misfortunes of another, even though he be your enemy."

George was a fine-looking boy, so it was said, and had excellent manners. He was tall, and his figure was well-developed.

Everybody knows the story of the cherry-tree and the hatchet, but it cannot be told too often, as it reminds us that the great Washington was an honest and truthful boy.

Another instance of thoughtless mischief, regret for it, and honest truth telling was when he rode one of the colts and exercised it so hard that it broke a blood-vessel. George was very sorry, for he did not mean to hurt the poor animal. He did not try to hide his fault. He went right to his mother and told the whole story.

She said, "I regret the loss of my favorite, but I forgive you because you have had the courage to tell me the truth at once."

His father died when he was only ten years old, but his mother was a wise woman, and she brought up her children well. George often said that all he was he owed to his mother.

George was very good to his mother. When he was a great man and everybody was glad to honor him, Mrs. Washington said, "George always was a good boy. I am not surprised at anything he has done."

We do not know very much about George Washington's childhood. The people who write books about him seem to pass over the early part of his life and hurry on to the time when he became a great man. But the little we know shows that he was a truthful, manly, and industrious boy.

Washington's Love Poems.

In an article by William E. Curtis on "The Love Affairs of George Washington," in the current number of the *Chautauquan* mention is made of some poems found among Washington's autographic papers, which are preserved in the library of the department of state. There are in all four poems, written probably in his seventeenth year. Two of them are undoubtedly original, and as Mr. Curtis says, are "very bad verses," the others were manifestly copied.

One of the original poems has recently been discovered to be an acrostic, which was a fashionable trick of love making in those days, and the initial letters of the lines form the name "Frances Alexa"—the last word evidently being intended for "Alexander." But the poem is unfinished, the remainder of the page on which it is written being blank. The muse of the youthful poet and lover probably became weary. It reads as follows:

"From your bright sparkling eyes I was undone;
Rays, you have more transparent than the sun,
A midst its glory in the rising Day,
None can you equal in your bright array;
Constant in your calm and unspotted mind;
Equal to ail, but will to none Prove kind,
So knowing, seldom one so Young, you'll Find.
Ah! woe 's me, that I should love and conceal
Long have I wished, but never dare reveal
Even though severely Love's Pains I feel;
Xerxes that great was 't free from Cupid's Dart,
And all the greatest Heroes, felt the smart."

The traditions of the family indicate that the object of this effusion was Miss Fanny Alexander, a daughter of Captain Philip Alexander, a descendant of the Earl of Stirling from whom the city of Alexandria, Va., was named.

To Betsy Fauntleroy was addressed the other original poem, which reads:

"Oh ye gods why should my Poor Resistless Heart
Stand to oppose thy might and Power
At last surrender to Cupid's feathered Dart
And now lays bleeding every Hour
For her that's Pityless of my grief and woes
And will not on me Pity take
I'll sleep amongst my most inveterate Foes
And with gladness never wish to wake
In deluding sleepings let my eyelids close
That in an enraptured Dream I may
In a soft lulling sleep and gentle repose,
Possess those joys denied by Day."

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Home-made Apparatus. I.

By Prof. JOHN F. WOODHULL, Teachers' College, New York City.

COURSE IN GLASS-WORKING.

1. Bending Glass Tubing.—Small glass tubing may be bent in an ordinary gas or kerosene-lamp flame, but an alcohol lamp or Bunsen burner is preferred. The glass should be well softened, by heating it in the flame, before attempting to bend it. If, for example, the end *a* (figure 1) is one and one-half inches from the flame, the tube ought to be softened enough so that it will bend down of its own weight.



FIG. 1.

At first keep the tube constantly rolling, so as to heat it on all sides, but when it begins to bend cease rolling, and move it a little to the right and left, to heat the adjacent parts. *Do not let it bend rapidly.* By moving it to the right and left occasionally you may keep it bending slowly in as gradual a curve as you may desire. Figure 2 represents a tube bent thus. It is well to remember that the hot part of the flame is at the outer edges, where the combustible vapors come in contact with the air. A tube, therefore, if kept perfectly still in a flame, would be liable to bend as represented in figure 3, because it would be softened chiefly at the points *c* and *d*. In this matter perfection can be reached only by much practice. Patience rather than skill is the requisite capital. Hence there is no reason why any one may not bend glass tubing sufficiently well for all practical purposes.



FIG. 2.



FIG. 3.

Only small tubing, whose inside diameter does not exceed three-sixteenths of an inch, can be readily bent in an alcohol flame; and for this purpose the wick must be drawn up half or three-quarters of an inch and the tube must be held in the hottest part of the flame, which is the upper third. Glass tubing is quite inexpensive. It should not cost over fifty cents a pound, and a pound of the size mentioned above contains about twenty-five feet.

2. Drawing and Closing Glass Tubing.—Hold one end in each hand and keep the tube rolling continually while holding it in the flame, so as to soften it all around. When it has become quite soft remove it from the flame and pull. You will readily draw it out, as represented in figure 4. Make a very slight scratch at *a* with a three-cornered file and break the tube at that point.

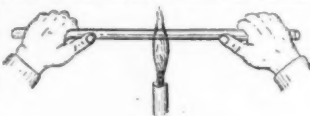


FIG. 4.



FIG. 5.

Finish the broken ends by holding them for an instant in the flame. With care you will be able to melt the ends so as to make them smooth, without bending or closing them. The end *ac* will serve many useful purposes as a "dropper-tube," if a small rubber bulb called a "dropper-bulb" is put upon the end *c*. The end *ab* may be used for throwing jets of water, as illustrated in figure 40.



FIG. 6.

One is always obliged to proceed according to the above directions in order to close large tubing; and by this method I have even drawn apart an argand-lamp chimney. It was necessary to smoke the chimney all around first and then to heat with gradually constant rolling.

A very much better way, however, to deal with small tubing is as follows: Hold the tube so that the end projects not more than an eighth of an inch into the flame, and keep it rolling slowly, so as to heat it uniformly on all sides. It will soon close up entirely; or, if you want a tube for throwing jets of water, arrest the process just before the tube is quite closed, leaving a little hole in the end.



FIG. 8.

This method has two advantages over the other, described on p.—. First, this will throw a straight stream, while in most cases the other will not; and, secondly, this will be thick and strong at the end, while the other will be very thin and quite liable to get broken.

3. Blowing Bulbs.—In order to blow a bulb at the end of a glass tube, hold the end of the tube, as shown in figure 8, so as to project a slight distance into the flame. Roll it slowly until it is entirely closed and raised to a red-heat. Close the lips air-tight over the other end, remove it from the flame, and quickly force air into it, taking great care to stop blowing before the bulb bursts.

4. Cutting Glass Tubing, Bottles, etc.—For tubing under half an inch in diameter use a three-cornered file and give it a sharp, quick push across the tube so as to leave a scratch, or, if the tube is over a quarter of an inch in diameter, file a rather deep gash, then place your thumbs on the opposite side of the tube and pull suddenly as

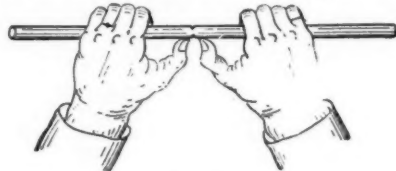


FIG. 10.

if to bend the tube. It will break exactly where you intended and leave an even, smooth surface at the end, having, however, sharp cutting edges. These should be trimmed a little with a file or held in a flame until they are nicely rounded.

For tubing over half an inch in diameter pursue the same plan as for cutting glass bottles. To cut glass bottles: Thrust the stove poker into the fire and, while it is heating, cut quite a deep gash in one side of the bottle with a wet file. This will give the right direction to the crack which you are about to make. Touch the hot poker to the glass at one end of this gash, and a short crack will start in the direction required. Now place the poker so that it will touch the glass about one-eighth of an inch from the end of the crack and it will slowly creep up to the poker. Thus one may lead it at will. The bottom of this bottle will make a glass jar and the top will have a great many uses. See Fig. 12.

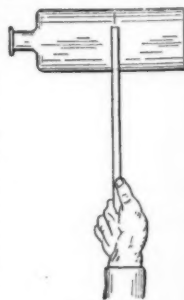


FIG. 11.



FIG. 12.

For very thick bottles one needs a red-hot iron, but for thin glass it should not be red-hot, because the crack will sometimes run faster than one can control it. With proper care we may cut glass by this method into any shape which we may desire. It is often desirable to mark out the course on the glass with the sharp point of a wet black-board crayon to help the eye in leading the crack. By this method I have cut from a pane of glass scale-pans for

home-made balances.

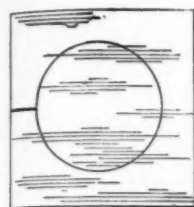


FIG. 13.

In this case it is necessary to file a gash at the edge and start the crack there. See Fig. 13.

One may lead a crack around a moderately thin bottle or lamp chimney by a glass rod or tube heated in an alcohol or Bunsen burner flame. This is the most convenient way to do it in the laboratory. The glass rod, being a poor conductor of heat, does not cool off as rapidly as an iron

rod, and does not conduct heat to the hand.

5. To Bore Holes in Glass.—Break off the tip end of a round file, sometimes called a "rat-tail" file. With this we may readily bore holes in glass. Hold the file as represented in Fig. 14, bearing on heavily with the thumb. Swing the file back and forth horizontally, as indicated by the arrows, at the same time giving it a twisting motion. The file should be frequently dipped into water. A paste made of camphor-gum and turpentine has been widely recommended to assist the file in cutting glass, and many persons have paid heavily for the secret, but it would seem that water answers the purpose quite as well. Indeed, it is probable that anything is equally good which will retain the little particles of glass that have been clipped off and make them cling to the file so that they may be made to assist in the work. It requires between five and ten minutes of patient work to make a hole through the side of an ordinary bottle. After the hole has been put through the glass it may be trimmed out with a wet, round file to any size desired. Here, however, great care must be exercised to avoid cracking the bottle.

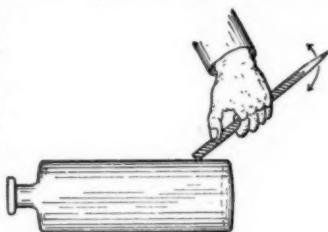


FIG. 14.

Glass tubing may be made to fit in such a hole water-tight by making the hole a little larger than the tube, then by drawing a small piece of soft rubber tubing over the end of the glass tube and crowding it firmly into the hole. (See figure 15.)

A cap which will answer the purpose of a stop-cock in many instances may be constructed as follows: Take a short piece of rubber tubing and plug one end with a very short piece of glass rod or tubing closed at one end in the flame.

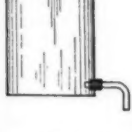


FIG. 15.

It is evident that when one can bend, draw, and close glass tubing, cut glass as he chooses, bore holes in bottles and fit tubes in them water-tight, the way is open to construct an endless variety of apparatus.

First Year with Number. VI.

By ELLEN E. KENYON.

With progress in the acquirement of facts, the burden of review grows. This must be systematized so that one lesson a day of not more than twenty minutes will suffice to carry it on brightly and successfully.

Two, measured by one, gave us one table of (when completed) seven facts. Three measured by two and one gave us two more tables of seven facts each. Four, measured by three, two, and one, yielded three more, etc. Do examiners realize that first-year pupils are required to be proficient in the rapid picturing and application of no less than three hundred and fifteen (315) of these numerical relations?

Of course, all review drills must deal most generously with the facts most recently discovered. As fast as the tables are made up, each statement in them should be transferred from the counters, the children's illustrative pictures, etc., to some concrete idea of more or less permanence and attached thereto. For instance:

$6+1=7$. There are six week days and one Sunday in the week —altogether seven days.

$6 \times 1+1=7$. Half a dozen eggs and one egg make seven eggs.

$7-1=6$. Mary is seven years old. Last year she was six.

$7 \div 1=6\frac{1}{2}$. In seven loaves there is one half-dozen and one loaf over.

$6=\frac{6}{7}$ of 7. Johnny is one seventh of the boys in his row. The other six boys are six sevenths.

$7=1$ more than 6 } Mary is seven years old. Annie is six. Mary
 $6=1$ less than 7 } is one year older than Annie. Annie is one year younger than Mary.

These connections are not meant for purposes of life-long anchorage and should not be "drilled in." Their purpose is temporary. They give the children a better initial hold on the facts related, and this makes it worth while to elicit them from the pupils and slightly emphasize them.

A good device for general review is the retabulation of facts by the children. The class that has finished seven can make up the beginnings of the addition, subtraction, multiplication and division tables. The teacher has only to start them, thus:

Some concert work and much busy work may be used to dispose of this form of review. Do not drill and do not develop sing-song.

Rapid combinations in "abstract" number should be practiced in as many forms as the teacher can devise. Some of these have been given:

1. Adding short columns on the blackboard. These may be hidden on a sliding board and brought to view one at a time, while the children run races in calling off the answers. Sometimes the entire class may take part. Sometimes the quicker pupils may be excused. Sometimes only the duller pupils may play the game. Sometimes two pupils of nearly equal ability may be pitted against each other. Sometimes sides may be taken and the pupil who first calls out the sum may call one from the other side to his own. Sometimes the addition may be performed orally, step by step, up or down the column. Sometimes one pupil may run down and another up the same column brought to view simultaneously, to see if each can "keep his head" against the other and if the final announcements tally. (This is for the brighter pupils and is much like two persons singing different songs at the same time.) In connection with this figure work in columns, the numeral frame may serve as a quickener. Move twos, threes, ones, etc., of balls, wire below wire, until a vertical column is presented for addition in the concrete. Do not permit counting. To make an entirely different column, so far as the successive additions go, it is only necessary to change the number at the bottom.

2. Similar races with long minuends and subtrahends.
3. The number circle, an addend, minuend, multiplicand, or dividend figure occupying the center, distinguished by its appropriate sign, to be applied to each in turn of the encircling figures.

4. The number cards upon which two figures are placed to be added, subtracted, multiplied or divided according to previous announcement, the teacher holding the pack out of sight and showing one at a time, for an instant only. These may be introduced as abstract dominos—addition exercises having been similarly conducted previously with cards bearing spots instead of figures.

A good exercise in multiplying is the old one with the numeral frame. Moving out successive twos the pupil says "Two, four; two twos are four. Two, four, six: three twos are six," etc. This is a good concert exercise if not overdone. The same recitation may be repeated with figures instead of objects.

An interesting exercise is as follows: Each pupil writes some number from one to four inclusive and lays down his pencil. First row stands. Teacher writes some number within the same range upon the blackboard. First pupil adds it to his own and gives the sum quickly. Another blackboard figure supplies second pupil, etc. The call goes rapidly around the class, no time being taken in this exercise to investigate correctness of replies.

Another time, each pupil may tell how much greater or less the blackboard number is than his own, announcing his own so that the class may determine whether he is right or not. Thus: The pupil having written four and the teacher one, the child quickly calls out, "Less!—three!—four!"

None of these exercises should be continued beyond the point at which they run smoothly. None should be practiced for their own sakes. All are to contribute to the variety which *must* invest drill in the mechanics of any subject if it is not to become onerous.

These drills, according to their liveliness, popularity and success, may occupy more or less than twenty-five per cent. of the time given to number work. With 315 facts to develop and apply variously during the first year, the children cannot afford to spend the lion's share of their time in mere mechanical drill upon abstract number. Nor do they need to, since the progressive work in number development is a continual review of the earlier work.

Bearing the mechanical side of the work duly in mind (and this includes the framework of facts given in these articles, as well as the drill upon these facts), the teacher's success in number teaching will largely depend upon her power of correlating this subject with others. The children having modeled spheres or cubes, it takes but a minute to divide them into halves with a string. "Let us see if our halves will be more exact than they were last time." This from the teacher reminds the children of the equality requisite and induces fresh painstaking. The halves of the cube may be divided again into halves. There are four of these equal parts, so we will call them —? The fourths may be again halved, yielding eight equal parts, which must be called —?

Editorial Notes.

The movement to introduce military drill into the schools will meet with favor. Some have already jumped to the conclusion that its object is to prepare the boys for war; but this is by teachers who look narrowly at the work of the school-room. Military drill has been employed in many private schools for the past fifty years; and it has grown in favor in these institutions. Certain ones advertise themselves as "military academies," and thereby draw a large patronage. The introduction of it into the public schools has been caused by observing its effects in private schools.

A case was lately adverted to in an Albany paper; the father withdrew his son from the high school, and sent him to a school where military drill was practiced, giving as the reason, "I want him to learn to walk like a man; he is growing fast, and don't carry himself well." In fact, the proposition to employ military drill is only another stage in the effort to give gymnastic exercise. Any observing person cannot but see that the ordinary gymnastic drill in schools is a failure. There is a lack of interest; the movements become mechanical, and finally the pupils tire of them. It is suited best for young children. For boys of fourteen and upwards there are attractions in military drill that cannot be associated with gymnastic drill.

But there are deeper reasons; they may be called moral reasons. The tendency to lawlessness is one that besets our boys as soon as they walk the streets—is the national sin. The description the emigrant gets of America is, that it is a country where everyone does as he pleases. Young women as well as young men aim to be able to do as they please. The value of the school is fully 25 per cent. less in its intellectual effects because of this unwillingness to observe law—to be under authority. There are many pupils sent to private schools where military drill is practiced, for the sole reason that they will learn to obey orders. There is not a teacher from Maine to California but has one or more pupils who contest his authority; this is a painful subject.

Military drill has for its main object, as a school exercise (though this may not be disclosed to the pupil), the subjection to the will of another. Many a worthless fellow in a country village has been made into a brave, courageous, self-forgetting man by enlisting as a soldier. Then for days and months he came and went as another directed; his old self, that aimed only at pleasing himself, disappeared. The military drill of the boys of the Berkeley school is something to be admired on account of its effect on the bodies; but the teachers say that the admission by the pupil that he must yield to an order from a superior follows him into the construction of the languages of Rome and Athens—he looks for a rule and follows it.

As corporal punishment has been removed from the schools the teachers have felt that they must, in some way, attain an ascendancy over the pupil; and it has been the practice in very many public schools of this city, for many years, to drill the boys to "Attention," "Mark Time," "March," "Halt," in order to teach them habits of obedience. A boy who marches as ordered is very likely to study as ordered. The present movement is

therefore not at all a sudden one; it has merely arrived at a stage to attract public attention.

We call particular attention to the beautiful poem by Edna Dean Proctor, whose writings have done more for the cause of patriotism than those of any other woman poet in America. Her name is known and loved by the American school children.

Another patriotic number, which will even surpass this, will be issued in time for the anniversary of the battle of Lexington. Articles of special interest are promised by Gen. Henry B. Carrington, author of "Battles of the American Revolution," "Beacon Lights of Patriotism," etc.; Hezekiah Butterworth, editor of the *Youth's Companion*, and Supt. Alex. Hogg, of Fort Worth, Texas, whose call for the teaching of patriotism in the schools aroused so much attention last year.

The principal is held responsible for the work of his teachers, and it is no more than reasonable that he should be consulted in the appointment and transfer of the teachers in his school.

Recently the advantages of the American public school system were discussed. The question of the appointment of teachers was touched. One instance was cited where a teacher was appointed who was entirely unfit for the work which she was expected to perform. The principal told the superintendent that she could not write on the blackboard without making mistakes in spelling. The superintendent visited her room and ordered her not to write on the blackboard. The end of school reform is a good way off.

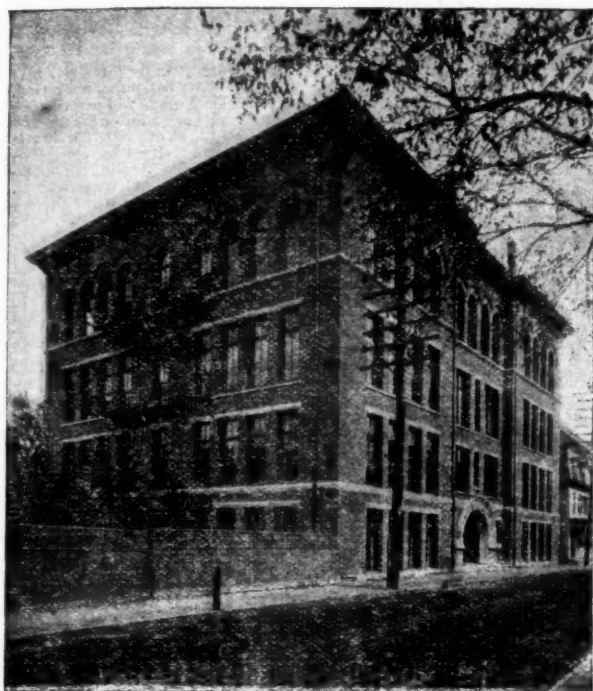
Leading Events of the Week.

The North German Lloyd steamship *Elbe* was run down and sunk about forty-five miles from Lowestoft, England, January 30, by a small British steamer. For some reason the latter steamed away and left the *Elbe's* passengers and crew to perish. Only about twenty of nearly four hundred persons on board were saved.

When the credentials of the Chinese peace envoys were examined at Hiroshima it was found that these officials were not authorized to conduct binding negotiations. The Japanese refused to continue negotiations, and requested the envoys to leave the country at once. It is believed that this was a trick of China to gain time. In the meantime a great naval battle has been going on at Wei-Hai-Wei and the capture of this stronghold is reported.

Emperor William expresses his regrets on account of the death of Marshal Canrobert of France.—Death of Paul Mantz, a renowned French art critic.—No correspondents will be allowed in Armenia until the commission of inquiry shall have reported.

—A revolution breaks out in Colombia; the U. S. cruiser *Yorktown* ordered there.—Death of Ward McAllister, the noted New York society leader.—Resignation of Emil Stang, the Conservative Norwegian leader, and his cabinet.—Australia adopts a new standard time.—Sir William Whiteway again becomes premier of Newfoundland.—A small hunting party from the U. S. warship *Concord* having accidentally shot a native near Ching-Kiang are overpowered and carried off by other Chinese.—The Hawaiian government decides to banish Queen Liliuokalani; it is thinking seriously of putting the other leaders in royalist plots to death.—The U. S. government is about ready to issue another bond call, probably for \$150,000,000. It is delayed, however, for a few days to see if Congress will pass a bill for the relief of the treasury.—The Brooklyn common council votes to revoke the charters of street railroad companies.—Theodore Dwight Weld, an anti-slavery agitator, dead.



MANUAL TRAINING HIGH SCHOOL, PROVIDENCE, R. I.

The establishment of Reading Circles in the various states has not been productive of the good to the teachers that was hoped. From a large correspondence we infer that the interest is diminishing; that the membership is kept up from new recruits that expect great results; that membership of two or three years is hardly known. The reasons for this seem to be two. First, the books selected have little or no relation to the work of the teacher, and second, the teacher is not brought into vital relation to any organized body.

It would be amusing if the matter were not so serious to read the list of books (other than pedagogical) that have been adopted by Reading Circles for the enlightenment of inexperienced young men and women. Here are some of them:

"Folk Lore," "Lights of Two Centuries," "Schoolmaster in Literature," "Shakespeare," "Adam Bede," "The American Scholar" (Emerson), "Webster's Bunker Hill Oration," "Orations of Burke and Webster," "Historical Readings," "History of England," "Hawthorne's House of Seven Gables."

Now is it not too bad that the managers of a Reading Circle so misconceive the needs of the teachers?

They may reply that it is a capital thing for these young men and women, many of them just off the farms, to read Shakespeare, Emerson, and Hawthorne. We admit it. But the great need of these people is for something that bears directly on the daily problems of the school-room. They ask for bread and they get some ice cream and cake. Can we do no better for the teacher, dimly striving towards educative results with 40 or 50 restless pupils of all ages then to bid her turn to Hamlet and Phœbe? Certainly we can.

Why is it necessary as soon as a few persons (in a community) have determined to be Christians to establish a church? Of course some one will say, "To instruct and nourish them." And so it seems to us that the teachers in a county should form an educational church, and plan to instruct and nourish the young teachers, especially. The duty of doing this devolves on those who hold life certificates. This has been urged over and over in these pages. What county is really doing this?

A Pan-American Congress of Religions and Education is to be held at St. Paul, July next.

The Northern Indiana teachers' association will meet at South Bend, April 4, 5, and 6.

The annual meeting of the Northeastern Ohio Teachers' Association will be held in Cleveland, on Saturday, February 9.

Northampton, Montgomery, and Chester counties, Pa., have adopted Waymarks for Teachers, to be read by the teachers' reading circles the current school year.

No man gives more valuable instruction or had a more royal hearing before teachers' associations than Dr. E. E. White. Last

year he lectured twenty weeks, giving over two hundred addresses.

The alumnae of Cornell university have voted to establish a \$200 scholarship for women students of the university, and are now raising funds for its endowment. The scholarship will be filled for the first time in 1895-96.

The Lansingburg, N. Y., public schools are prospering under Supt. Sawyer; there is a kindergarten in every school building. It is believed that the first public kindergarten in New York state was started at that place.

State Supt. John E. Massey, of Virginia, has entered a \$50,000 libel suit against the Norfolk *Pilot* for publishing charges to the effect that he was bribed by the American Book Company in the giving out of contracts for furnishing books to the public schools of the state. This will teach the "bribery" scenting newspapers a long needed lesson.

The academy at Lansingburg, N. Y. is prospering under the direction of Prof. C. T. R. Smith, who has been in charge for twenty-one years. A training class of twenty-four will graduate in June. The graduates are in great demand as teachers in the vicinity. The academy was founded in 1796, and the present building was erected seventy-five years ago.

This sad report comes from Ohio. A 16-year-old country school-boy who was reprimanded by his teacher, picked up a slate and dealt her a terrible blow on the head, cutting her head open and knocking her senseless. The affair happened in Amanda township, and created great excitement among the pupils who fled in terror from the room. The name of the teacher is Miss Ida Weaver. It is feared that her injuries will prove fatal.

The American book Company has issued a most attractive pamphlet describing standard text books in Nature Study. It tells about the best text-books published by the firm on the subjects of Astronomy, Botany, Chemistry and Laboratory Study, Geology, Natural History, Zoology, Physiology, Physics, Geography, and General Science. Interspersed among the descriptions of these books is much entertaining and useful information. The pamphlet is sure to be welcomed by teachers, to whom it is sent free on request.

A bright English youth at a recent examination presented the following short essay upon the duty of England to the peoples of India: "The duty of England is different to that of India. The people of India are very careful of what they do. When they are going to sit down they carefully brush the seat before they sit down, for fear they should sit on any living insects, when the English people sit down and don't care whether they sit on insects or not." The India office, our contemporary thinks, might do worse than secure the services of the author of this essay.

The Milwaukee *Journal* suggests that a "coaching" school for legislators is badly needed in Wisconsin. It says:

"The present legislature has an opportunity to do the state infinite good by empowering all members to any legislature of Wisconsin now and hereafter, to write the English language. The bill should read: 'A bill empowering and requiring all legislators in this state to write the English language intelligibly.' The purpose of this is to confer the power on them as otherwise they will never have the ability, and to require them to use it. The field for the exercise of this new qualification is in drafting bills, some of which become laws, to the end that the laws may be so expressed as to be understood by intelligent English-speaking people."

Professor Hiram Corson, of Cornell university, has in press a volume on the "Aims of Literary Study." Professor Corson was the pioneer in the study of Chaucer and early English. He is an accepted interpreter of Browning, and has that author's own acknowledgment and endorsement, and the London *Saturday Review*, commenting on his introduction to the study of Shakespeare, says: "The record of this great scholar is a credit not only to Cornell university, but to the American people. His reputation is world-wide." Professor Corson's new book gives the result of forty years' experience as a teacher of English literature.

In a recent issue of the *Zeitschrift für Philosophie und Pädagogik* the announcement is made that summer courses will be given at the University of Jena in August next. Last year several well-known American educators attended Professor Rein's school, among them Dr. Edward R. Shaw, dean of the New York university school of pedagogy, President Walter Hervey, of the Teachers college, Dr. J. M. Rice, and Dr. Levi Seeley. The work of the summer session was described in THE JOURNAL of Sept. 8, 1894, p. 191, in an article by Dr. Seeley. The following courses are proposed for August, 1895: (1) natural sciences, (2) physiology and hygiene, (3) pedagogy, (4) language and literature. The latter course is specially arranged for foreigners who desire to perfect their knowledge of German. Those who are interested may obtain fuller information regarding the summer school by addressing either Professor Rein or Professor Detmer of the University of Jena.

Military Instruction in Public Schools.

The wide spreading interest in the movement to introduce military instruction in every school in this country is largely due to the enthusiastic efforts of Lafayette post of the G. A. R., in New York city. This Post includes in its membership a considerable number of citizens of prominence and wealth. These, when they became convinced that there was a fighting chance of convincing the lawmakers of many of the states of the practical good of teaching school boys how to be soldiers, devoted their time, energy, and money to the work of enlisting public interest in the plan. Their endeavors brought them letters from the governors of forty-seven states and territories, expressing not only sympathy with the movement, but urgently requesting more particulars concerning the means whereby it is proposed to secure military instruction in schools and colleges. In certainly half the letters received the chief executives of the states have asked for immediate additional data to be submitted to the legislatures now in session.

A bill is now before the New York legislature which provides that all boys over eleven years old may be enrolled as members of the "American Guard," as long as they are "scholars of the academies, high schools, union, or other public schools of this state." According to other provisions of the bill, each school principal shall prescribe the conditions for membership and report to the school authorities of each city the nature of his organization. The enrolled scholars are to be divided into companies, and from three to six such companies will form a battalion, each battalion to be commanded by a principal of a school, and be inspected by the inspector-general or an officer of his force annually, the inspector-general to have supreme command in every detail. All the impedimenta of such corps are to be issued at the order of the commander-in-chief, and such property shall remain the property of the state of New York. The sum of \$100,000 from the state treasury shall be issued for the equipment of the several companies.

Congress will be urged to pass a bill authorizing the detail of seventy-five additional army and navy officers as instructors in the public schools of the country. The report of the committee which has the matter under consideration says in part:

"This bill simply extends the privilege of securing military instruction from army and navy officers to the public schools, but with such limitations as not to impair the efficiency of the army and navy. Under existing laws, 75 officers from the army and 25 from the navy may be detailed to colleges having certain capacity and membership, and these limitations are such that public schools are not included.

"This bill increases the number of officers that may be detailed to 150, and provides that the increase of 50 be allotted to public schools. Your committee believe that to extend the instruction to those attending public schools would secure to the youths throughout the country such knowledge of military affairs as will make them efficient as volunteers in cases of emergency, and if that can be accomplished without any inconvenience to the United States government, it may prove to be a valuable undertaking.

"The officers detailed to public schools under the provisions of this bill shall not be required to remain at such school continually, but it is specially provided 'that the instruction shall be so arranged as to only require them to devote such time as is necessary for that purpose.'"

Commander-in-chief of the G. A. R. Thomas G. Lawlor and staff have started on a tour through the United States to urge the school boards of the leading cities and towns of the country to adopt the idea.

NEWSPAPER OPINIONS ON MILITARY DRILL.

The majority of newspapers warmly endorse the project to make military drill part of the common school curriculum. A large number of clippings have been sent us from various parts of the country, giving editorial expressions on this subject. The arguments used to win the people over to the plan are nearly the same in all instances. One of the best editorial articles that came to our notice appeared in the Brooklyn *Eagle* a few weeks ago. Under the head of "Military Drill in the Schools" the *Eagle* writes in part:

"The introduction of military drill in the schools is deserving of unqualified commendation. Its advantages are moral no less than physical. As an exercise it is far superior to the feeble, meaningless calisthenics that are required by some teachers, while its disciplinary benefits are excellent. It gives a 'set up' that ordinary gymnastics, especially of the school variety, do not confer. It restrains nervousness and awkwardness, imparts readiness and inculcates order, cleanliness, and obedience. The decided advantage that it has over other kinds of exercise lies in the fact that the boys like it. The perfunctory swinging of arms and legs that is a girlish and ineffectual substitute for exercise is regarded by healthy and lively boys with undisguised contempt. Give them a chance to play soldier and they go into it with their whole souls.

"A modicum of belligerency is inseparable from the masculine character. It has a thousand uses. The boy who tries to get through life without it is going to be continually imposed upon. Guns, swords, drums, flags, the noise of conflict, the hurrah of victory are as keen delights to him, and as much the agencies of his development, as dolls and toy houses are to girls. Left to himself his high spirits and his tendency to domination may assume an offensive form. He may become a bully or a tease, or even a sneak. But honor is one of the oldest and first attributes of a soldier. Whatever exhibition of courage and performance of duty is required of him is to be made openly and proudly. The boy who plays soldier is going to be the better for acting on this tradition.

"There is another and perhaps deeper significance in the introduction of military drill in the schools. We are not a military nation. Thank God, we have no need to be. The burden that crushes Europe will never be imposed on us while the Atlantic and Pacific bound our nation on the east and west, and cold and heat on the north and south. Yet our relatively safe environment does not preclude the possibility of war. It will be some years, maybe some centuries, before men will have done with shooting one another. It is best that in the event of war the result be quickly arrived at. Though we do not wish, nor need, to keep a standing army of any size, we do require a reserve force that may be drawn upon in case of trouble. We are not without menace. Europe is constant in her desire to extend her several empires even on western soil. England wants to control the commerce of the world and intends to command the canals that may be built from the Gulf of Mexico to the Pacific. She is slowly circling our nation with fleets and forts. Canada, the Bahamas, the Bermudas, Jamaica, the naval stations of the Pacific, are not menaces, but it cannot be denied that they are possibilities. If affairs should ever require aggressive action, or an effectual threat, we must have men.

"The men of the future are the boys of the present. If they can handle a wooden gun and keep step, if they know something of the duties of a soldier, if they are smart and prompt; above all, if they have the love of country that is inseparable from a moderate exhibition of militarism, they are, by so much, an advantage to us if the time arrives when we shall need an army.*** Welcome the lads of the schools into the American army that is to be: a great, silent, but effective force of patriots."

The New York Press says:

"There could be no better foundation for an efficient militia than military discipline in the schools, and the best feature of it is that all the people would be the militia, or they would all at least have the knowledge requisite for military service. In a country where the people are the sovereigns it is right that every one should have the ability to uphold that sovereignty, while on the other hand, it would be decidedly unfortunate for the militia system to become a system of class. This would be prevented by the military training of all children in the public schools, and the military knowledge thus acquired would make it possible to raise in a short time an efficient army of millions, either for resistance to foreign foes or the suppression of domestic disorder."

The Independent of Helena, Mont., writes:

"A sincere liking and understanding of the beneficial effects of system, a sympathy with discipline, and a habit of obedience are desirable qualities which readily suggest themselves as natural products of military discipline in youth. At present, so far as the northwest is concerned, this salutary form of training is largely, if not entirely, confined to private and sectarian institutions of learning. Is there any good reason for the limitation? There can be no doubt that the military methods, which have proved themselves a potent factor in the success of private schools, would prove equally satisfactory and beneficial under the public school system. Military instruction in schools is no mere fad. The habitual results of the system upon the physique and morals of youth are readily apparent to every student of this interesting topic. Teach a boy to hold himself erect, to carry himself superbly, and to look the whole world straight in the face, and you have eradicated from his nature some portion of the devil of original sin. In one very desirable respect, military training is unlike other forms of physical exercise. It does not exact too much from the student either in time or energy. The best drilled pupils are always the best book students. Seth Low, of Columbia, is authority for that statement."

It might be expected that a Chicago newspaper would oppose the movement on the ground that there are already too many "Extras" in the schools. Everything outside of the three R's count "Extra" with the editors of several of the papers of that city. Their Quixotic campaigns against drawing, singing, and nature study are well remembered. The *Times* writes in a recent issue:

"The common schools have lost their simple character, to the great disadvantage both of pupils and of the public that sustains the establishment. The schools of Chicago have been so loaded down with extras of one kind and another that the expense of maintaining them is a prodigious draft upon the property of the city. It is as important as that the schools shall be maintained that they be maintained with reasonable economy. The expenditure upon them in this city is outrageously extravagant.

"Congress now proposes to take a hand. It wants army officers who have nothing else to do to be detailed at the public expense for the purpose of instructing public school children the land over in military tactics and evolutions. This is supposed to be done in the name of patriotism. Its real purpose seems to be to give employment to a lot of idle persons at the expense of the government. Small as the military establishment is, it is overloaded with officers. The plan to detail army officers to public schools for the purpose of giving instruction in drill would be an excuse for larger employment of officers.

"This is not a military republic; it is said to be Christian nation. We have no need of a military establishment, and least of all is there need for any instruction of public school pupils in the art of military maneuvering."

The argument embodied in the closing paragraph will not have much weight with Chicagoans and others who saw the city last summer. The Pullman strike is not forgotten in six months.

DOES MILITARY TRAINING FOSTER A "MURDER SPIRIT"?

The opponents of the movement are working hard to convince the people that military drill fosters a martial spirit, a spirit unworthy of this enlightened age. The majority of them mean well, no doubt; but there is hardly any ground for their fears. Supt. J. Sumner Rogers, of the Michigan military academy, at Orchard Lake, Mich., has fully shown this in his vigorous reply to an article on "The Murder Spirit," which appeared in the *Arena* from the pen of the editor of that magazine. Supt. Rogers says in part:

"To teach a boy military tactics, to instruct him in military drill, to impress upon his mind—through the strict military curriculum—the value of

obedience, of prompt habits, of frankness, of heroism, of patriotism, of honor, is, according to the editor of the *Arena*, "Fostering the savage in the young," and "Fostering the murder spirit."

"The editor's argument goes to show that he is fostering three erroneous ideas. He assumes, first, that the millennium has come, and wars are a thing of the past; second, that a people strong in defensive preparation must necessarily be an aggressive people; third, that military discipline for boys or girls destroys their ambition toward scholarship, blunts their refined sensibilities and destroys all love of peace."

"As a matter of historical record and as a matter of fact, we are not only surrounded by wars, but menaced by probabilities of future attacks on our own free institutions."

"Again, that a powerful people must necessarily be an aggressive people, is no more true than that a physically strong individual must be a quarrelsome individual."

"Again, that the lessons of obedience, of precision in words and carefulness in conduct; the lessons of self-respect, self-reliance, patriotism, and honor; the lessons in physical, mental, and moral culture, given students in military training, should make them 'barbarous' cannot be sustained."

I assert, then, the millennium has not yet come. I do not advocate war, I advocate a means of preserving peace; a means of protection against every power, whether within or without our nation, that may attack American liberty or seek to overthrow a government of the people, by the people, and for the people."

"I believe in providing measures against the encroachments of human avarice, of human greed, and human selfishness. These elements are in the world; they cannot be ignored; they must be provided against. That people only is safe from their destruction who is defended only by barriers which render attacks from such a source impossible or ineffectual. That barrier need not be a large standing army, but it must be built upon a love of country, and a patriotism so great that every true citizen would, if necessary, pledge 'his life, his fortune, and his sacred honor,' to protect and save the institutions for which our fathers died."

"Dr. Flower overlooks the fact that military discipline is a means of educating, or preparing to educate, not the education itself. In the same manner a boy is required to study algebra, not because he is expected to solve the problems of business, or professional experience, or demonstrate the theorems of life by algebra, but because the study strengthens his mind, develops his reasoning faculties, and prepares him to cope with trying emergencies. A boy is not kept from the study of astronomy because it may create in his mind a desire to leave the earth. He is not kept from the study of science because of fear that a knowledge of the various means of taking life would act as inducement toward prompting him to murder. He is not deprived of the advantages of a study of history because of fear that he will ignore the beautiful, inspiring example of a Washington and a Lincoln, while he emulates the character of a Giteau or a Prendergast."

"But, according to the belief of Dr. Flower, the boy must be kept from all knowledge of military tactics, and be deprived of the equally beneficial results of military drill for mental and physical development, for fear he will become possessed of a 'murderous spirit,' and under the very influence of the beautiful lives he has studied; under the influence of the glorious flag he has been taught to reverence and love, turn 'barbarian' and make an onslaught on the very institutions he has been taught to respect, and for which his training fits him to give his life if necessary."

"The military student best understands the horrors of war, and best appreciates the blessings of peace. His first lesson is true allegiance to his country, to support the constitution and obey the laws."

"Manliness is the central principle of his training; absolute truthfulness, unequivocal frankness, uncompromising obedience, prompt performance of duty, and chivalrous respect and courtesy are absolutely necessary to his success as a student. Are these elements conducive to poor scholarship or bad citizenship?"

"'Fostering the murder spirit,' did you say, to teach a boy these things? To teach him to be patriotic, noble, and unselfish?"

"Would you ask that our histories be expunged of the records of bravery, heroism and self-sacrifice in the lives of Washington, Greene, Wayne, Putnam, Stark, Hamilton, Lincoln, Grant, Garfield, and Sherman?"

"Shall the biographies of these men be excluded from the libraries of the rising generation as unfit for perusal by susceptible minds? And, on the other hand, can you give an instance of a thorough military scholar being a bad citizen, or an enemy of peace and law?"

"The schools have come under the curse of this blunting, soul-shriveling influence of war." Go one step further and forbid the 'soul-shriveling influence' of the American flag floating over our school-houses."

"Let no boy in this country be encouraged to 'foster the murderous spirit' through the 'soul-shriveling' influence of such sentiment as 'The Red, White, and Blue' and 'Star-Spangled Banner.'"

"Go through the school libraries and take from the defiled shelves such 'materialistic theology' as 'Paul Revere's Ride,' 'Nathan Hale,' 'Warren's Address,' 'Drake's American Flag,' 'The Cumberland,' 'Barbara Fritchie,' 'Ship of State,' and 'Sheridan's Ride.'"

"Destroy the histories of the revolution and rebellion. Let our legislators, imbued with the spirit of this great reform, pass laws making it a criminal offense to refer to the demoralizing document known as the 'Declaration of Independence.' Let no boy be permitted to shoot a fire cracker on the Fourth of July, and imprison for life the 'soul-shriveling' miscreant who would desecrate the petals of a pure flower by throwing it on a dead hero's grave."

"There are no heroes in these days of reform; we have substituted the word 'barbarian.'"

Dr. Sheldon, principal of the Oswego normal school, in a letter to the *Oswego Times* gives some points on "Military Drill in Public Schools" which should be well weighed:

"You ask my opinion of the desirability of introducing military drill into our public schools. I suppose the primary object of such drill would be to cultivate a military spirit and train our boys as soldiers. Is this in keeping with the spirit of our institutions or of the age in which we live? Is the tendency of the times toward war or peace? Which is the Christian spirit? The answer is evident. We criticize severely those nations that maintain large standing armies, conscript their young men as soldiers and in every way encourage a military spirit. This is the relic of a barbarous and savage age. The growing spirit of a newer, more civilized and Christian age, is 'peace and good will to men.' Shall we help on this movement by fostering a like spirit in our public schools or shall we infuse into them the spirit of war by introducing the accoutrements of war, train our boys to the use of arms and in this way arouse and encourage a warlike spirit? Some one may answer, is it not wisdom 'in times of peace to prepare for war?' No better plan could be devised for inviting war. The best way to prevent war is to cultivate the arts of peace; the spirit of kind-

ness and good will toward all men. But war is sometimes inevitable and shall we allow ourselves to be taken by surprise? We were taken by surprise in our Civil war; we had made no special preparations for it; the children had not been drilled in military tactics in our public schools, we had no effective means of training our young men for war, but when the necessity was upon us, the spirit of patriotism was sufficient to arouse them to the defense of the country, and the lack of previous training did not prove a barrier to success. No severer test could be put upon our country to demonstrate our ability to defend ourselves in times of sudden danger. It was the spirit of the people and not a knowledge of military tactics that saved us. Let us cultivate a spirit of peace, loyalty, and courage, and we shall erect a much stronger bulwark against danger than by training the people in the arts of war. Rather let us seek in every possible way to cultivate the arts of peace, and so hasten the good time that is surely coming, when the nations shall learn war no more and the instruments of bloodshed shall be exchanged for implements of husbandry."

"The claim is sometimes made that military drill is good as a means of physical and moral culture. That it tends to cultivate a spirit of prompt obedience and give an erect and manly carriage to the body, may be admitted; but there are other modes of training that accomplish these ends equally well and at the same time give grace and ease of movement, things that cannot be claimed for military drill. In all exercises for physical culture the aim should be to develop symmetrically all parts of the body, giving to each muscle the exercise that will give not only strength but flexibility, and adaptability to all the uses to which it may be put. In military drill the movements are sharp, angular, and jerky, and do not tend to combine grace with dignity of bearing and cultivate facility of movement which will best enable the body to meet all the possible demands that may be made upon it."

"Military drill in the public schools cannot be urged as a means of either moral or physical culture, and any law framed with this end in view is a serious mistake."

New York City.

In New York city a promising beginning has been made. Prin. Boyer, of grammar school No. 87, has interested himself particularly in the military training of his boys. His remarkable success has attracted many visitors to his school. The work in this school began with the sitting up drill which forms the calisthenics of West Point and Annapolis. This is followed by the "school of the soldier," the company, and the battalion. The "Manual of Arms" is thoroughly taught. All boys of the grammar school are eligible. "The grand object is," as Prin. Boyer said in an interview, "to unite Catholics and Protestants, Jews and Gentiles, under one flag in the defence of the American principle of equal rights under the law for all men." The beneficial effects of military training are particularly noticeable in the discipline of this school. THE JOURNAL will soon bring a full account of the general government of the boys as developed under the new plan.

All members of the New York school board have declared in favor of military training in the schools, and are most anxious for its success. It is expected that 10,000 boys from the schools properly drilled, will take part in the army parade on next Decoration day.

A series of meetings was recently held in this city that gave a new impetus to the movement and made many proselytes among those who were lukewarm or doubtful of its success or utility. The meetings were held under the auspices of Lafayette Post, which, as Commander Adams stated, took also the initiative in introducing the American flag in schools all over the country. Lieut.-Gov. Saxton was present with the governor's staff in uniform; Gov. G. Russell Brown, of Rhode Island, with a number of his military staff; Gov. Hastings, of Pennsylvania; Gov. Coffin, of Connecticut; Adj.-Gen. George S. Dalton, of Massachusetts, representing Gov. Greenhalge; Adj.-Gen. Poland, of New Jersey, representing Gov. Werts; Commissioner Hunt, representing the board of education; and Aide-de-Camp Huggins, representing Major Gen. Miles, and many other distinguished persons were there.

All the noted speakers favored the plan of giving military instruction to the school boys. Letters and telegrams were read from the governors of Maine, Michigan, Kentucky, Nevada, Nebraska, Montana, Arizona, Colorado, Minnesota, and several other states. All declared themselves in hearty sympathy with the movement.

DRILL OF SCHOOL CHILDREN.

At the afternoon meeting an inspiring drill was given by 800 boys from six of the city schools, ranging from ten to sixteen years of age.

First, all the companies went through a battalion drill. Next there was a bayonet drill by a picked squad. Then with a big drum corps at its head the battalion passed in review before the governors. Many other military exercises were carried out. Sentries were posted and relieved, bugle calls were sounded, orders were transmitted by staff officers, etc.

While the boys were resting thirty school girls marched out to the center of the hall, and after performing a drill with Japanese umbrellas took up muskets and went through a manual of arms drill with precision that delighted all spectators.

At the meeting in the evening a uniformed company from Grammar school 87 occupied seats on the stage. At the conclusion of the speeches a color sergeant of the company of boys

marched to the front of the platform bearing his company's flag. The band started to play "The Star-Spangled Banner" and the sergeant dipped his colors. The cadets rose and uncovered. Then the audience by a common impulse rose. When the band stopped playing the cadets saluted the flag by presenting arms.

The entire proceeds of the meeting will be devoted to the drilling and uniforming of the public school boys of the city.

Columbus, Ohio.

A meeting was held at Columbus recently under the auspices of the G. A. R. for the purpose of discussing the question of introducing military drill in the public schools and taking action favorable to the passage of the bill relative to the question now pending in Congress. The members of the school board had been invited to attend, but staid away.

Colonel S. N. Cook made a strong address. One of the results of this military training, he declared, would be respect for the laws of the country which would be instilled in the minds of the youth of the land; the boys would walk with the tread of soldiers and respect the flag and their country, and then if there should be a call to arms the boys would be better able to cope with the enemy than was the case in the past. He pointed out also that there need be no fear that the introduction of military drill was going to increase taxation. All that was asked for is that Congress should pass an act to empower the president of the United States to detail when called upon some officers of the army to drill companies of boys in the public schools after the board of education and those in authority in the schools have arranged for the same.

General E. E. Nutt, said that the country was warned day by day that the time had not yet arrived when military training was no longer needed. Referring to the hygienic value of the drill, he said: "Military training makes better-looking and healthier boys. Some say the children are already overworked, but this will not add to the burden. It will develop their forms and give them more strength for their work."

Major F. G. Steele, who is a teacher in the Newark public schools and who has organized several companies of schoolboy cadets, described the work he had done in this line. In 1879 he drilled a company of boys at Wooster, O. The company, consisting of about forty boys, was drilled after school hours, and the work was continued for nearly a year. The boys were armed with lances and wore caps and blouses. Many of them afterward became members of the Wooster national guards. About a year ago Major Steele decided to make a similar experiment in Newark. He took the boys in the high school and formed four companies. A few of the boys were given special training necessary for officers, and the boys were drilled by boys. To this plan he attributed largely the success of the undertaking. The brightest boys were made the officers and this was an incentive for every one in the company to put forth his best efforts. One rule he adopted was to make the appointments of officers only temporary, in order to give all an equal opportunity. He favored the plan to first secure the consent of parents and then have the boys enlist in the organization for a certain period and make them serve that period the same as those enlisted in the national guard.

Post-Commander H. H. Wagner said that in Cincinnati there were a number of companies of young boys, and that the city was proud of them. In the schools the children were taught patriotism and to salute the flag. "We are going to uniform and drill every school boy in Cincinnati," he said in conclusion, "I believe that is the right spirit. We have Grand Army posts everywhere and they can spare a little money to start this work. If a board of education in a town does not take any interest in the work, put in men who will take interest in it."

Springfield, Mass.

In the report of Supt. Balliet, he recommends that the pupils of the grammar schools have access to the laboratories of the high school and begin the systematic study of science a year earlier.

The elements of physics were introduced into the grammar schools during the current year. "Nature study" has been extended as far as the fifth grade (inclusive), and physical geography has been introduced into the ninth grade. The course in literature has been extended and includes now the following books, of which a copy is furnished to each pupil. Much of the reading is done at home. Grade 4, "Book of Tales," "Æsop's Fables;" grade 5, Kingsley's "Water Babies," Andersen's "Fairy Tales;" grade 6, "Robinson Crusoe," "The Swiss Family Robinson;" grade 7, "Grandfather's Chair," "Tanglewood Tales," "Wonder Book;" grade 8, Longfellow's Poems, Dickens, "Old Curiosity Shop," "Christmas Carol," and "Cricket on the Hearth;" grade 9, Scott's "Lady of the Lake," and "Ivanhoe," Harriet Martineau's "Peasant and Prince," Dickens, "Tale of Two Cities," "Shakespeare's "Julius Cæsar."

Departmental teaching (specialized teaching) has been extended in nearly all our grammar schools as far as the seventh

grade (inclusive). In a few studies it has been extended below this grade. Wherever it has been tried in our schools the result has been good. I believe, however, that it is not well to have a teacher teaching only one branch under the departmental plan. Each teacher ought to teach at least two or three branches and these should form a group of closely selected subjects. In this way the teachers are not so likely to become narrow in their work, and related topics are more likely to be taught in their proper relations.

Missouri.

State Supt. John R. Kirk, of Missouri, at the recent teachers' convention at Springfield gave an address in which he made certain remarks on nature study in primary grades that seem to have been misinterpreted by many. He explains his position fully in a letter published in a recent issue of the *Springfield Republican*. He says that he did not intend to disparage the nature study work in the primary school nor the teaching of science in the high school. His own record in Westport for the past two years would indicate that perhaps none in Missouri has worked harder to make the way clear for the proper use of these studies. Explaining his Springfield address Supt. Kirk writes:

"The question at the Springfield meeting was one of interpretation and method.

"The writer draws a sharp line of discrimination between science on the one hand and nature studies for primary children on the other, just as sharp a line as that between grammar in the higher classes and "language practice" in the primary classes. He believes the nature studies essential as a means to an end. They open the avenues to the soul of the child. They cultivate the eyes and ears—all the senses. They sharpen the perception of things and wonderfully modify the taste and judgment of the child.

"To those acquaintances desirous of seeking work of a higher order in nature studies co-ordinated with other studies of equal importance, the writer for some months has been recommending the Crow school of St. Louis and the Scarritt school of Kansas City. The teachers in these schools seem to be the leaders, or among the leaders, in so applying the kindergarten principles as to bridge the gap between the kindergarten and the primary school, and as such their work is certainly well worth the careful study of all teachers.

"The writer desires further to state that in his opinion it is unsafe to leave any of the subjects in the common school curriculum to be acquired incidentally as some advocated at the Springfield meeting. To speak plainly, he believes that a word as a word is sometimes as much an object of study as the grasshopper or the weed or the rock for which the word stands, and that the recollection of the syllables of the word is no more to be neglected or omitted than the inspection of the legs and eyes of the grasshopper.

"And beginning in the primary schools, the writer believes just as firmly in the positive, direct, and intentional teaching of elementary language and literature as in that of the nature studies."

Florida.

The meeting of the State Teachers' Association in Orlando was "a feast of good things" to the teachers. Dr. Payne Chancellor of the Peabody normal college, Nashville, Tenn., was present and gave an inspiring address. Dr. Mills, president of the state normal college, Albany, N. Y., who is making a tour of the state was present and delivered several forcible addresses. He is a ripe scholar, pleasing speaker, and made a very favorable impression upon our people.

Many papers of a high order were presented, most notably "Kindergarten" by Mrs. Weston; "Chemistry in the Public Schools," J. J. Earli; "Examinations in Public Schools," J. H. Fulks; "Patriotism in The Schools," State Supt. W. M. Sheats. All the subjects were well presented and elicited much discussion that will produce good for the educational interest in Florida.

The meeting was the most harmonious ever held.

The teachers have gone forth to their work imbued with the inspiration of real teaching and will strive to attain the "high ideal" of their profession with more zeal and earnestness than ever before.

W. J. ODOM.

Vocal Training for Children.

In the current number of *Harper's Bazar* appears a strong plea for the cultivation of children's voices by vocal training. The writer says:

"A general prejudice exists against the cultivation of children's voices. Parents believe that their daughters should reach the seventeenth or eighteenth year before beginning vocal studies, and any teacher will tell you that a male pupil who has not passed his twenty-first year is an exception. The fear of straining the voice by training it too early seems universal; but it is a matter for grave consideration whether even greater risks may not be run in neglecting to train it in time. Talent for music is almost invariably demonstrated during childhood. Those who have voices usually begin to sing when they are children—sometimes as soon as they can talk. The gift is considered a wholly natural development, and the little one is left to warble its songs as it pleases. While one child is being carefully instructed in the rudiments of harmony, with a view to subsequent piano lessons—while she is taught how to sit at her instrument, hold her hands, practice finger exercises, and, in short, is thoroughly drilled year after year in all that may establish a foundation of correct method—her little sister or brother with a voice is left entirely to Nature, who, alas! often proves herself a most inefficient music mistress. Most children labor from the first under congenital defects, and those who are fortunate enough to escape frequently absorb the defects of those with whom they are constantly brought in contact.

"With the exception of some extraordinary temperaments, æsthetic feeling in any marked degree is purely a question of cultivation. A child with a sensitive, musical ear but a healthy normal physique shrinks from a discordant note, but imitates unconsciously ugly pronunciation, throaty or nasal delivery, and indistinct enunciation—tricks that will send her later on to the throat specialist, or assuredly cause her and her teacher many a painful and weary hour.

"In America where the voices are beautiful in timber and possess resonant power, we are peculiarly afflicted with defects of utterance. Words are swallowed, jerked out, and carelessly run together in most unsingable fashion; the national habit of leaving the lips stiff and half closed while speaking rapidly, causes overwhelming difficulties to the vocalist who attempts to sing in a foreign tongue. How many children hear all about the errors which they cannot fail to carry into their songs! One listens to a choir of boys, and the tones are enchanting in their purity; but when the solo comes, one can scarce endure the mumbled sounds, which leave us to guess at the meaning of the familiar anthem. The breath is taken in the middle of a word, the voice is badly placed, every possible rule is broken, and it is evident that no vocal chords can stand the strain placed upon them by faults that should have been uprooted before taking such a deep and injurious hold. Is it not wise to guide by a course of valuable instruction the children who possess singing voices?"

New York City.

SUMMER SCHOOL.

The third Saturday in June has been set apart by the board of education as "Public School Day," and it is thought that the school-boys will parade ten thousand strong on its first field day.

The long-felt need of a summer school in the city has at last been met by the council of the New York university. Several courses in mathematics, physics, chemistry, biology, institutes of education, and experimental psychology are offered, the courses of study to extend over six weeks, from July 9 to August 17.

The advantages of this summer school will be at once apparent.

During the past year the university has transferred its undergraduate work ten miles from the main university building at Washington Square to a magnificent site of twenty acres in the northern part of the city. These grounds are on a high ridge, with the Harlem and the Hudson and the Palisades in full view to the west, and overlooking the Sound and Long Island in the east. All the surrounding region is most picturesque and delightful. Its suburban character is indicated by the fact that the New York Central railroad has established a new station near the university, the Western Union Telegraph company has located an office in one of the college buildings and the government is about to place a post-office in the immediate vicinity.

The entire plant of the university, at University Heights, including recitation halls, laboratories, and dormitory, will be placed at the disposal of the school, and every effort will be made to aid the students in their work. Those interested in one line of study will be able to devote their entire time to that department. The regular work of the school will be confined to five days. On Saturday opportunity will be given to visit the various points of interest in and about the city.

THE WATER COLOR SOCIETY.

The present exhibition is the twenty-eighth; there are 510 pictures on the walls; the number of members is 114; the number of pictures hung by members is 243; the jury of admission consists of 10 persons and they admitted 35 of their own paintings. These figures do not however disclose the underlying idea of the society, that must be sought by looking at work accepted; the members have the right to have their pictures hung (so we are told) whether

meritorious or not. If poor work is placed on the walls it is not wholly the fault of the jury, but if they reject good painting it is.

This leads to a consideration of the ideals of those who paint in water colors. Does this exhibition give a clear insight of the attainments in art of those who labor with water colors? Certainly the methods of representation of this society have changed greatly in the past fifteen or twenty years. The time was when a piece of work on any other than perfectly white paper was rejected on that account alone; but several paintings in this exhibition are on tinted paper, those of Messrs. Palmer and Smith are examples. Then the use of "body" or solid color was condemned as entirely foreign to the work of a genuine water colorist; but many pictures made in this way are seen at this exhibition.

It will be noticed that many of the exhibitors are well-known as artists in oil, and it is quite apparent that the methods they employ in oil painting are employed in using water colors. While there is a great difference in opinion yet as to the employment of water colors, the best artists uniformly agree that the paper should be white and the colors put on in transparent washes in order to produce the peculiarly fine effects that are possible.

But a more important question is the standard or ideal of those who compose a society as influential as this is or ought to be. Do these pictures exhibit a high attainment in the art of representation? Individual cases need not be cited, to show what is meant. The lover of art will pass along in front of these 510 pictures and find few that he would like to see again; this is the test of the beautiful; it is a joy we desire to experience again and again.

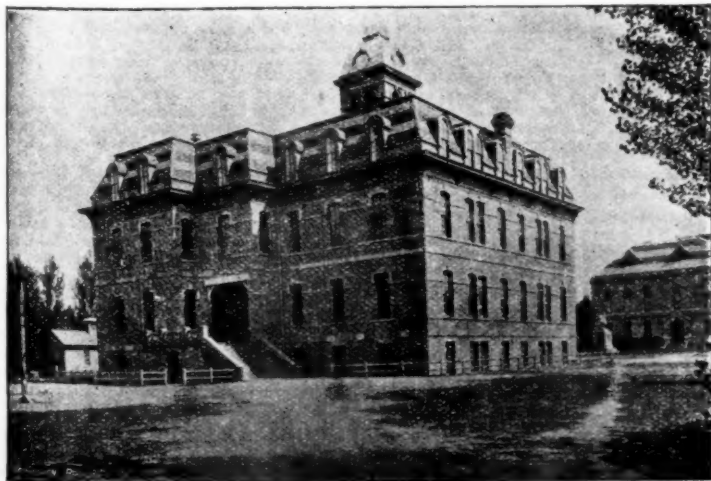
A number of the exhibitors in this collection also exhibited at the Water Color Club; it is said that but one picture was sold of that collection! After one has got over the surprise of this statement he will feel regret there should be so much hard work and so little to show for it; he will conclude the artists labored with wrong ideals as to what should be the result. The president of the club no doubt reflected his conception of art in water colors upon the minds of the jury of the club, and that seems to be that something odd, capricious, unlooked for is preferred to the common and the normal. But this is a great mistake; the pictures that have come down to us from the past (excepting historical scenes) are all of things that may be seen anywhere; "Rembrandt's Burgomasters" and "Paul Patter's Bull" are given to exemplify the thought.

These two societies hardly occupy the important place they might, and the suggestion is made whether it would not be well for both to unite and secure a loan collection of 100 water colors that the masters agree deserve to live for all time. This would enable many an artist to pass beyond the present stage of indefinite struggle. They labor long and present the results of their conception to men whose ideal is quite different; it is accepted or rejected as the case may be. Who is right? The public look on and decline to purchase at all liberally what the jury accept. It is plain that this want of appreciation arises from the failure of the artist to meet the ideal of the public. The cultivated public know what they want. One gentleman at the private view, a patron of art, remarked that he was blaming himself for a lack of interest. These suggestions are made to cause the management to consider Art primarily, and Pictures secondarily, the reverse seems to be the case at present.

It is suggested in the Chicago *Herald* that one of the prime causes of the assaults on the Cook Co. normal school arises from the efforts of the heirs of the parties giving the land on which the building stands to have the school closed so that they may get the million that it is worth. "Cook County normal school has given to the northern part of the state of Illinois thousands of its ablest and most valuable teachers. Its standing as a pedagogic institution is universally high throughout the United States and in Europe. Its methods have been adopted widely, east and west. Its equipment has been costly to the county. Its accumulation of educational appliances is considerable. To sacrifice it to mere despoilers, seeking to secure reversion of title to private owners, would be an act of public betrayal. The gift of Lewis and Lucy Beck should be gratefully cherished by the community whose benefactors they have been. The school should be detached from political defilement. The county board ought strenuously to oppose every attempt to cripple or embarrass it. It is a noble public trust, and should be perpetuated for beneficent public purposes."

There is an effort to make a state normal school of it and thus get it out from under the heels of the politicians who would destroy it if not permitted to control it.

The New York *Sun* recently gave a few facts about slate pencils and slates that will interest



NEW SCHOOL HOUSE, BOISE CITY, IDAHO.

the boys and girls in the schools. A good lesson might be given on the subject:

"Only one firm in the United States is making slate pencils from native slate. There are imported many slate pencils—that is, pencils made of slate—from Germany, and also some soapstone pencils from abroad.

"The native soapstone pencil industry languishes, according to those interested, because of the recent reduction in the tariff upon imported soapstone pencils.

"Millions of pencils made of slate are turned out at a quarry in Pennsylvania. The rough slate is sawn into suitable pieces by machinery, and from each piece a special machine cuts six pencils of standard length, $5\frac{3}{4}$ inches.

"These pencils come out rounded, but not pointed. Deft boys take them by twos and threes and quickly point them at an emery wheel rapidly revolved by machinery.

"The pencils are then put up in pasteboard boxes of 100 each, and these boxes are placed in wooden cases containing, 10,000 pencils. The wholesale price of slate pencils is only \$6.75 a case.

"Pencils that break in the making are made up into 'shorts,' measuring $3\frac{1}{4}$ or $4\frac{1}{4}$ inches, and the shorter pencils are made also from small fragments of slate.

"Pencils wrapped in the American flag printed on paper cost about \$2 a case more than the ordinary standard bare pencil, and pencils wrapped in gilt paper come somewhat higher.

"It is an easy bit of ciphering to make out that pencils at \$6.75 a case of 10,000 are worth about two thirds of a mill, or one-fiftieth of a cent each.

"Pencils imported from Germany sell in this market at about the price of the native product. The American labor is much better paid than the German labor, but the cost of the American pencil is not much greater than that of the German pencil, because machinery is so much more used here than abroad.

"The German pencils are in large part made by hand in the homes of the German work folks, and the price paid for the work is wretchedly small.

"As to slates, they are produced of all sizes, and for a great number of purposes. The best are for school use and blackboards. Notwithstanding the many compositions invented to serve as blackboards, slate is still used for the purpose, and immense slabs of the finest quality are cut, smoothed, and set up in school-houses.

"Millions of slate pencils are used yearly in schools of all kinds, and if all the school slates were taken for roofing they would roof a large city."

Mrs Annie Fields in a charming sketch of Dr. Oliver Wendell Holmes, in the *Century* for February tells the following story which will appeal directly to teachers.

"Just forty years ago," he said one day at the "Saturday Club," "I was whipped at school for a slight offense—whipped with a ferule right across my hands, so that I went home with a blue mark where the blood had settled, and for a fortnight my hands were stiff and swollen from the blows. The other day an old man called at my house and inquired for me. He was bent, and could just creep along. When he came in he said: 'How do you do, sir; do you recollect your old teacher, Mr. —?' I did, perfectly. He sat and talked awhile about indifferent subjects, but I saw something rising in his throat, and I knew it was that whipping. After awhile he said, 'I came to ask your forgiveness for whipping you once when I was in anger; perhaps you have forgotten it, but I have not.' It had weighed on his mind all these years! He must be rid of it before lying down to sleep peacefully."

The *Educational Review*, of New Brunswick, writes:

"The opinion of the N. Y. SCHOOL JOURNAL, one of the most influential educational papers in the United States, is given in another place as to the 'coming school board.' It may be added that Massachusetts and two or three other states, may bear a fair comparison with the provinces of the Dominion in the matter of education; but Ontario, in every case that an opportunity has been afforded at exhibitions, has taken the palm even from these states. In the United States about ninety per cent. of the teachers are yet untrained—though great efforts of late are being made to provide for the training of teachers. The color line is drawn in that land of boasted freedom and equality; and in the state of Maine, it is said, that in some of the country districts, the boarding of the teacher is put up at auction much in the same way, that to our lasting disgrace, the parish poor are still dealt with in some parts of New Brunswick. The United States in as far as facilities for the education of the masses are concerned, is yet behind Canada."

The teachers of Buncombe county held their first meeting for the year at Asheville. The weather was not favorable and but thirty-six teachers were present. A good program had been prepared and was well carried out. Prof. Justice, an enthusiastic young teacher spoke on the "Objects and Aims of the Recitation." He gave many practical hints on teaching geography and history. OUR TIMES was mentioned as a great aid in the teaching of both. He is thoroughly impressed with the importance of his profession. North Carolina needs more of this kind of material in the teaching ranks. Miss Stevens, of Pease industrial school, gave a very interesting talk on "What Books Teachers Should Read." She was followed by Supt. Eggleston who spoke at considerable length on the same subject. Prof. Eggleston made a strong plea for the child and showed very clearly the necessity for professional training. Lists of the leading educational works on the History of Education and Methodology, published by E. L. Kellogg and other houses, were given the teachers by Prof. Eggleston and it is hoped that the beginning of a permanent reading circle has been established. The next meeting will be held in Asheville in February. R. J. TIGHE.

THE SCHOOL JOURNAL comes every week. I could not get along without it. I would have given up teaching long ago if I had not had the JOURNAL. EDUCATIONAL FOUNDATIONS is better for home study than a text-book.

New Woodstock, N. Y.

B. D. DURFEE.

National Educational Association

The first preparation for the annual meeting of the N. E. A. is the announcement of the issuance of a *Bulletin*—the main object of which is to get advertisements, the subsidiary object the publication of the program of procedure. Against this we have protested, year by year, as an unnecessary expense to the N. E. A., and have declined to pay for advertising, for the reason that one of the chief things THE JOURNAL has before it, for the months that precede the annual meeting, is to gather information and diffuse it, giving probably \$500 worth of space to this object. To expend money for advertising in the *Bulletin*, in addition to this would be in decided bad taste.

Let us look at this matter. There is no need, whatever, of publishing a *Bulletin*. Let the Denver merchants publish one to distribute among the teachers as they arrive, setting forth the daily program, and along with it the various things in which the teacher can invest his money to good advantage; this the Denver papers will gladly do. As for the names of speakers and their subjects, the N. E. A. have only to send these to the educational journals, and they will be published free.

The publication of the *Bulletin* ignores the existence of the educational journals, ignores the fact that fully 250,000 teachers are taking them, pretends to propose to reach this vast body, without employing these agencies built up at great cost. If the *Bulletin* was sent to all the subscribers of all the educational journals, the paper alone would cost \$7,500—if it was as large as THE JOURNAL.

The correct plan we have outlined above. Let the manager at Denver send out information to the educational papers; let the Denver papers publish daily programs; and make all the money they can.

The condensed program for hand use will be published by any of the school book firms, and given to each teacher, gorgeously bound and illustrated. So that we are wholly opposed to the present method.

Letters.

In reading THE SCHOOL JOURNAL of Jan. 26, which I make a point of doing every week, I notice a "subscriber" calls for a solution of the following problem: "Three flags are required to make a signal. How many signals can be given by twenty flags of five different colors there being four of each color?" In answering this I should assume that not more than 3 flags can be used in making one signal. That being the case, we could not make any more signals with 20 flags of five different colors, there being 4 of each color, than we could with 15 flags of five different colors, there being 3 of each color. Taking the 3 flags of the same color we could make 5 signals. In taking 2 flags of one color and 1 of any other color, there would be 5 ways of selecting the 2 flags and 4 ways of selecting the other 1—in all 20 ways. Each one of these 20 groups could be arranged in 3 ways, making in all 60 signals.

The number of ways in which we could select three flags and have them of different colors would be $\frac{5}{3} = 10$ ways and each of these 10 groups could be arranged in $\frac{3!}{3!} = 6$ ways, making in all 60 signals. This makes a total of 125 signals that we could make by placing the flags one above another in a vertical line. Of course as many more could be made by placing them in a horizontal position, or in diagonal positions, or in the form of a triangle, etc., limiting the number of signals in all only by the number of ingenious ways of arranging the three flags. Am I right?

Wallingford, Conn.

Supt. D. R. KNIGHT.

HOW CHILDREN LEARN TO TALK.

It is now recognized that a child's first imitative talk, which might be described as monosyllabic or single worded—as "wow-wow," "dow" (down)—is essentially vague in so far as the word-sound used covers a number of our meanings. Thus "wow-wow" may mean "The dog is there," or the dog is doing something, or I want (or, possibly, don't want) the dog. These words are "sentence words"—that is, they are meant to convey a whole process of thought. Only the thought is as yet only half formed or germinal in the degree of its differentiation. Thus it is fairly certain that when the child wants you to sit down and says "dow," it does not clearly realize the relation which you and I understand under that word, but merely has a mental picture of you in the position of sitter.

In these first attempts to use our speech the child's mind is innocent of grammatical distinctions. These arise out of the particular uses of words in sentence structure, and of this structure the child has as yet no inkling. If, then, following a common practice, I speak of a child of twelve or fifteen months as naming an object, the reader must not suppose that I am ascribing to the baby mind a clear grasp of the function of what grammarians call nouns (substantives). All that is implied in this way of speaking is that the infant's first words are used mainly as recognition signs. There is from the first, I conceive, even in the gesture of pointing and saying "da!" a germ of this naming process.

The progress of this first rude naming or articulate recognition is very interesting. The names first learned are either those of individuals, what we call proper names, as mamma, nurse, or those which, like "bath," "wow-wow," are at first applied to one particular object. It is often supposed that a child uses these as true singular names, recognizing individual objects as such; but this is pretty certainly an error. He has no clear idea of an individual thing as yet; and he will, as occasion arises, quite spontaneously extend his names to other individuals, as we see in his lumping together other men with his sire under the name "papa."—From *First Attacks on the Mother Tongue*, by Prof. James Sully, in *The Popular Science Monthly* for February.

The proposed exchange column (THE SCHOOL JOURNAL, Dec. 15, 1894, page 570) would fill a long felt want. It would prove invaluable to teachers throughout the country in stocking their school museums. I am sure many teachers on the coast are waiting for such a department in THE JOURNAL.

Stockton, Cal.

WALTER J. KENYON.

WHY HEAVEN IS UP.

Another question which I asked THE SCHOOL JOURNAL to answer, and which it published without comment was "Why is heaven with all that is good up?" May I now answer this, as it has been almost a year since I asked it, and no pedagogue has ventured a reply. It is to be hoped that the silence is not because they are not "going in that direction."

This matter of heaven's direction is simply a gesture of the human mind acting through its bodily organ. It has its *origin* in the mind, and is not produced by teaching and use, as some so absurdly teach. Watch the natural preacher in the pulpit, the more there is of the spiritual and heavenly in his discourse the more perpendicular become his gestures. Why? Because the cerebral centers of the religious and spiritual soul powers are in the top front of the head, and their activity produces motion of the body in that direction. Thus he points upward for heaven. The preacher who "hangs the sacred desk," and never gestures above his shoulders does not inspire his audience. Where this whole thing becomes interesting to students of child psychology—let's say paidologists—is as to the point of development at which the child begins to make gestures in certain directions. This will be found to vary much with temperament, organic quality, and cerebral development—more in fact with these than with age and education.

Normal Inst., Iuka, Miss.

G. T. HOWERTON.

Questions and Answers.

1. What would you do with a large scholar, that attempts to fight you when you correct him? 2. Suppose you see he is a stronger man than you, would you attack him? 3. Would you let him whip you, or would you use rough means and whip him?

J. F. HEWETT.

These are important questions in some parts of our country. Once the master felt he must put the pupil down by physical means, by brute strength. But the kingdom of education is not founded on force, and never can be; if it cannot lay claim to its existence and support on the ground that it is for the spiritual benefit of the pupils, it will not be long upheld.

Before Mr. Hewett attempts to "correct" his big pupil let him settle this question. Is this the proper thing and the best thing for me to do? He may well pause. For example, you tell him to shut the door, and he says, "I will not." Does it follow he is to be flogged? Once the master thought there was no other way. But since then two-thirds of the masters have gone out and their places have been supplied by women. Shall a woman flog? She does not, and this is significant. We must suppose that Mr. Hewett really thinks he must use "correction" in his school on some pupils; but is this a good conclusion? We doubt it. If it is a small boy who refuses to shut the door, he may possibly be compelled to do it; but if the pupil is physically large and powerful, it might be difficult, if not impossible. As the plan could not be worked impartially it had better be laid aside, therefore we say: (1) I would not attempt to correct him; (2) of course not; and as I would not be mean enough to pick out those who were unable to resist, I would attempt to give no physical correction; (3) to turn the school into a fighting arena, as has been done, is horrible to think of. The school is no place for a boy who will not obey the rules of the school; the officials must deal with him. It is the business of the board of education to see to this matter; on them the teacher must throw the responsibility of turning out and keeping out those who would disturb the school.

the school.

Take this incident. The teacher had made a rule that the late comers should put their names on the blackboard by the door. A boy far bigger than the teacher came in and neglected to write his name, and when called on refused. (He expected to raise a revolt, and the teacher knew it; a young Irish lawyer counseled this procedure.) The teacher was cool and informed the pupil that his only ground for staying in the school was obedience to the rules, that this rule had been made by the school board (this was important), and that he was disobeying them; that he could not remain a member of the school except by complying with the fixed regulations; he further refused to hear this boy's lessons.

The school board were quietly notified, and the next morning three of the five came to the school, and the boy was ordered to take his books and leave, not to return until he had assured the teacher he would be obedient and had received permission.

Here is another incident. At noontime the big boys put up this job on the teacher. A big girl dared the biggest boy to sit in the same seat with her in school time (as he was then doing in the absence of the teacher); he accepted the challenge. The teacher seeing him out of his seat asked him to remove; he paid no attention to this. The "job" was that when the teacher attempted to enforce the order the others were to aid in putting the teacher out of the house; a thing often done in that rude section of the country.

But the teacher was not caught napping. He was cool and determined. He informed this young man that he was disturbing the school by his persistence in disobeying this order, and that there was a law against all disturbance of schools and churches; cited an instance of the imprisonment in jail of an offender; that if he persisted in his disobedience, he should be obliged to dismiss the school, and report the matter to the trustees, who would immediately order his arrest. The young man took his hat and left the school-room, and came no more. The teacher rose in the estimate of the public and the school.

From all this we infer that Mr. Hewett had better stop "correcting" his pupils and let his superior mental and moral abilities, and the backing of his officials be the means by which he "holds the fort."

Please state what preparation you would advise for a country school teacher who wished to fit herself for primary school work. Is it necessary to take a kindergarten course?

M. C.

Nebraska.

A first-class country teacher should have preparation for primary school work, because primary pupils attend country schools. You mean, however, to prepare to teach in some primary department or school in a city. You should bear in mind that the knowledge to be communicated is but a small thing; it is the mental condition and training produced. It will demand a special preparation therefore. Such a book as the "Quincy Methods" will be of great use. THE PRIMARY SCHOOL, \$1.00 per year, is specially prepared for primary teachers.

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New Books.

The child of healthy taste will bless the one who first puts into his hands the works of Washington Irving. To be sure, some call his style antiquated, but it has a charm about it that will make it read when some of the popular literature of the day is forgotten. The humor is of that natural and genial kind that is enjoyed, no matter how many times it is read. Irving's writings are like some popular old songs—they wear well. It is therefore gratifying to find a volume of his writings, entitled *Selections from Irving*, in the Students' Series of English Classics. The material, which was selected and arranged by Prin. Isaac Thomas, of New Haven, Conn., includes Rip Van Winkle, Christmas sketches, the palace of the Alhambra, and other well known favorites. Several pages of notes have been added. The aim of the editor, however, has been not to overload the text with notes. (Leach, Shewell & Sanborn, New York. 50 cents.)

A specimen of the prose of that noted German dramatist, journalist, historian, and patriot, Gustav Freytag, is given in a small volume prepared for students of German by Frank P. Goodrich, Ph. D., professor of the German language and history in William's college. The volume is entitled *Doktor Luther*, and the matter is extracted from Freytag's work covering the period of the Reformation and the Thirty Years' war, with supplementary volumes on medieval life and the history up to the present century. The spirit of Freytag is thoroughly national, and therefore he was peculiarly fitted to treat such a representative German as Luther. The book will furnish students not only a life of that remarkable man by one best able to understand his character, but give them an opportunity to study one of the best specimens of contemporary German prose. (Ginn & Co., Boston. 70 cents.)

In response to numerous requests of teachers who have used "Le Français Pratique," a first book for pupils who are studying French, Paul Bercy, director of the Bercy school of languages, New York, has prepared another book which he calls *Lectures Faciles pour L'Étude du Français*. The purpose of this is to lead the pupils through the subjunctive and other difficult parts of French grammar in the same manner that they were led through the elementary parts in the first book. In this book will be found interesting short stories written in the best modern style, adapted to the needs of the student, but not changed from the spirit of the original. In the grammatical notes that follow each story the notes of "Le Français Pratique" are referred to, but the most important rules are given anew, so that this volume can be used entirely independent of the other. There are sufficient helps to make it easy, pleasant, and profitable reading. (William R. Jenkins, New York.)

At this time when less attention is usually given to Latin in the school and college courses some means are required to render its acquisition easier and more rapid. Hence the use of such books as the *Latin Phrase-Book*, by C. Meissner, translated from the sixth German edition, with the addition of supplementary phrases and references, by H. W. Auden, M. A., assistant master at Feltes college, Edinburgh. It consists of an extensive collection of Latin phrases with the English translations opposite. These are well classified so as to be serviceable, the general heads being the world and nature, space and time, parts of the human body, properties of the human body, human life, the mind, arts and sciences, speech and writing, the emotions, virtues and vices, religion, domestic life, commerce and agriculture, the state, law and justice,

war, and shipping. A Latin Index renders it easy to find any word employed. As an aid in translating, this book will be found very useful. (Macmillan & Co., New York. \$1.10.)

In *A Hilltop Summer*, a bright story of a summer sojourn in a country town, Alyn Yates Kieth shows the same clear insight into the New England character as in her previous work. The author's portrayal of the character and modes of thought and life of the Hilltop people shows great insight and knowledge of human nature. The chapters on "Cap'n Saul," "The Widow Pease," and "Hilltop's Desolation," will bring back to many the memories of early life spent among just such scenes and characters as are depicted with such faithfulness and skill. The style is quaint and beautiful, the dialect being very successfully rendered. Delicately drawn and interwoven into the text and extending into the margins, are many appropriate half-tone vignettes. (Lee & Shepard, Boston, \$1.25.)

Teachers of reading are now convinced that children should be given the best literature suited to their comprehension, and of sufficient variety to keep alive the interest. It is to supply this need that such books are issued as *Choice Reading*, a graded collection of the best literature. First are given selections from "Grimm's Fairy Tales," "Æsop's Fables," and Hans Andersen for the lower grades. Then come chapters from the "Swiss Family Robinson," heroic ballads, a canto of the "Lady of the Lake," a portion of Franklin's "Autobiography," etc. In the early part of the book are questions intended to aid in language study, and further on there are numerous foot-notes. The book is tastefully illustrated. (Ginn & Co., Boston.)

The educational effect of song on the young can scarcely be over-estimated; therefore teachers should welcome every good collection of songs that is published as adding to the variety of material from which to draw. No 1 of the *National School Library of Song*, edited by Leo R. Lewis, contains patriotic and devotional songs and occasional folk songs of many nations for normal and high schools, seminaries, etc.

In the first thirty-five pages are found many of our patriotic songs, besides devotional song and songs for special occasions. The list of folk songs contains representatives of fully thirty nations. In adapting the songs to school use, the limitations of youthful voices have been carefully regarded. There are not many translations in the book; when the original text did not easily lend itself to treatment, an English poem of similar character and meter was adapted to the melody. (Ginn & Co., Boston.)

THE SCHOOL JOURNAL, published weekly at \$2.50 per year, is the best paper for school boards, superintendents, principals, and all teachers who want to know of educational thought and movements. The news concerning new buildings, the additions of departments of music, drawing, gymnastics, etc., will be of great value. Already a number of teachers have, by consulting these notes, laid plans for better remuneration.

THE TEACHERS' INSTITUTE, at \$1.00 per year, is par excellence the educational magazine of the country; for teachers who want the best methods, and to grow pedagogically, that is the paper.

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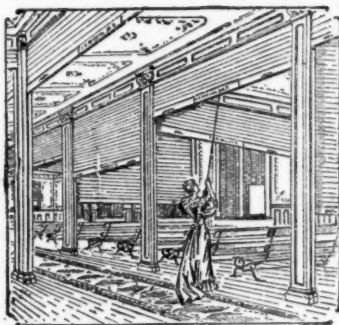
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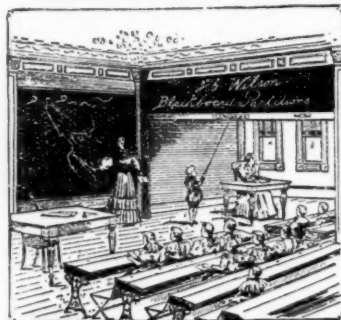
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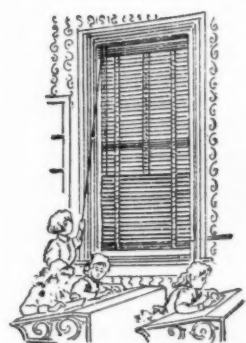
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New Books.

The archaic spelling and the unfamiliar accent in Chaucer's verse are enough to deter the ordinary reader from becoming familiar with it, notwithstanding its great and enduring worth. It requires a person of great determination to read much of his verse as it is usually presented. The volume of the *Canterbury Tales*, with its helps to the understanding of the text, by John Saunders, makes delightful reading and will do much toward reviving the popularity of the old poet. The spelling is thoroughly modernized and the extra syllables accented, so that no one need have much trouble in scanning the lines. Furthermore the mode of presentation is different from that of any other edition we have ever seen. In the Prologue, for instance, in which Chaucer has left a marvelous picture of contemporary life in England, the editor has interspersed copious comments and descriptions between the selections from the text, so that one is enabled without difficulty to catch the spirit and intent of the poet. The Tabard inn is described and each of the characters is then taken up under the general heads of chivalry, religion, professional men, and trade and commerce. The same method of running the comments between extracts from the verse is pursued in the Tales. Those who have not made Early English a specialty but who wish to become familiar with Chaucer, should read this book. (Macmillan & Co., New York. \$1.00.)

A work of great labor and no small value to the literary student is *Chronological Outlines of American Literature* by Selden L. Whitcomb, A.M., with an introduction by Prof. Brander Matthews, of Columbia College. It is modeled after Frederick Ryland's "Chronological Outline of English Literature," published in 1889, and the two books cover pretty thoroughly the literatures of the two main branches of the English-speaking race. The difference, however, is just here Mr. Whitcomb having a shorter period to include in his chronology has been enabled to put in more details. But every name has not been included; he has tried to give those that are representative. The plan pursued in the tables is as follows: On pages facing each other are given, in the first column, the years; in the next, the books published in those years; in the third, on the next page, is noted the birth or death of some noted man or some act that he performed; in the fourth some event in British literature is given; in the fifth foreign literary events are recorded, and the sixth is devoted to history. The record is brought up to the year 1894. In the second part of the volume is given an alphabetical list of authors and their works and the date of their publication. (Macmillan & Co., New York. \$1.25 net).

Literary Notes.

The will of James Anthony Froude orders that all his literary papers be destroyed, including the unprinted documents concerning the Carlyles which Thomas Carlyle bequeathed to him.

Rudyard Kipling's *Jungle Book* has achieved the distinction of being chosen as one of the comparatively few books published for the blind. An edition in raised letters will soon be issued by the "American Printing House for the Blind," with the cordial permission of the author and his publishers.



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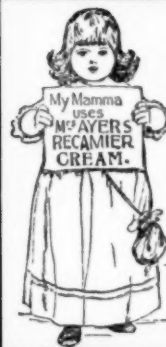
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Literary Notes.

The Rev. Father O'Neill, editor of the *Rosary*, has published in a neat pamphlet the lecture entitled "Catholic Literature and Catholic Homes," which he delivered before the summer school at Plattsburg in July last.

An English writer says that Frederick Tennyson, an elder brother of the laureate, considers "Guinevere" and certain passages in "In Memoriam" to be "nobler productions than all the rest. Perhaps," he adds, "the 'In Memoriam' is, on the whole, his greatest work."

The sale in England of Ian Maclaren's *Beside the Bonnie Brier Bush* has reached 15,000 copies. Dodd, Mead & Co. report a large and increasing sale for it here.

Announcements.

Dr. Parkhurst's book is now completed and has been secured by the Scribners, who will issue it at once. It is entitled *Our Fight With Tammany*, and is a stirring story of a crusade against the police department and Tammany Hall. It is written in the author's characteristically uncompromising style, and presents a detailed account of the progressive steps which resulted in the Lexow investigation, the police convictions, and the overthrow of Tammany Hall at the polls.

By arrangements with the English publishers Henry Aldem, Philadelphia, will issue at once, in cloth *We Three and Iroddies*, by R. Andum, with 83 illustrations in silhouette by A. C. Gould. It is said that its boisterous humor is healthy and never forced, and the illustrations admirably reflect the droilery of the book.

Ginn & Co. announce *The Academy Song-Book*, edited by Charles H. Livermore and H. B. Reddall, a work intended to furnish music for all occasions in the daily life of colleges and schools.

A Creedless Gospel and the Gospel Creed, by the Rev. Dr. Henry Y. Satterlee, which the Messrs. Scribner will soon publish, is an exhaustive examination and criticism of the modern movement in favor of placing Christianity on some other basis, scientific, philosophical, ethical, or social, than the doctrinal and dogmatic one involved in the adoption of a definite creed.

Four American Universities (Harvard, Yale, Princeton, and Columbia) is the title of a book the Harpers have in press. Its character may be judged from the fact that the article on Harvard is written by Prof. Charles Eliot Norton, that on Yale by Prof. Arthur T. Hadley, while Princeton is treated by Prof. William M. Sloane, and Columbia by Prof. Brander Matthews.

The Messrs. Appleton have in press a novel by Louis Couperus, called *Majesty*, which is said to be an extraordinarily vivid romance of autocratic imperialism.

The Messrs. Crowell announce that they will publish in their Library of Economics and Politics a work by Dr. Charles B. Spahr, entitled *The Distribution of American Wealth*, which deals with vital questions of the present time.

Prof. Albert Bushnell Hart, of Harvard, has written for the January number of *The Forum* a very thoughtful and timely article entitled, "Are Our Moral Standards Shifting?" Among the interesting and significant changes of public standard to which he calls attention are: The growing impatience with legal and constitutional methods of bringing about a change of laws, whereby un-

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popular statutes are practically abrogated by ignoring them: the disposition of public officers to draw their salary and leave their duties to be performed by deputies; lack of effective public sentiment against pension frauds; the state of public mind with regard to the relations of employer and employe; growing discontent with corporations; and the deplorable change of the public conscience with regard to crimes, and violence accompanying strikes, by which the criminal is given a shameful celebrity and often wholly escapes punishment.

The Pacific railroads have made the western coast of Mexico and Central America almost an unknown land. In "Down the West Coast," in the February *Harper's*, Charles F. Lummis will describe the month's journey by water from San Francisco to Callao, Peru, with its frequent stops and changing of scenery, climate, and manner of living.

Two volumes by the late George J. Romanes are about to be published by the Messrs. Longman. One is *Thoughts on Religious Problems*, edited by Canon Gore, and the other *Mind and Motion*.

Publisher's Notes.

Much interest is being taken by the physicians of this city in a case of almost total deafness, which has been nearly if not entirely relieved by an inexpensive invention belonging to F. Hiscox, of 853 Broadway, New York city. As every known device, and the most skillful treatment, had failed to afford relief, the case was believed to be incurable, and the success of this invention, which is easily and comfortably adjusted, and practically invisible, is considered a remarkable triumph.

The cost of the Holden System for Preserving Books is trifling, compared with the large amount saved in the wear and tear of books, and the immense gain in neatness and cleanliness. It is universally acknowledged a necessary adjunct to the Free Text-Book System. If you have not seen it, send a two-cent stamp for samples and information. Holden Patent Book Cover Co., Box 643, Springfield, Mass.

The Oliver Ditson Company, of Boston, Mass., is not only the oldest firm of music publishers in the United States, but the largest in the world. Their publications include sheet-music and music-books in every department of the musical art, and their three dozen different catalogues and bulletins are almost a musical education in themselves. Besides this, thousands of people, all over the United States, are kept informed by the Ditson Company, by means of booklets, catalogues, and circulars of all the new music as it appears. To obtain this privilege it is only necessary to send one's name, and what departments of music—vocal, piano, guitar, etc., one is interested in.

The latest number of the series, "Student's Classics for Piano," has, since its recent publication, met with a splendid success. Its contents are made up of pieces by the best modern composers, each of which has a wide popularity in sheet form. Thirty-seven such compositions in one volume, at less than three cents a piece, is an attraction that few piano players can resist.

Among the most notable publications of this famous house during the past few years are the "Classic Collections," which have won high favor with musical people everywhere. The series now numbers twenty volumes, and includes vocal collections for all the voices, piano collections, a piano duet selection, collections for piano and flute, for piano and violin, and for young players.

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The supplies that were in greatest demand in the old time school-house were a rattan and a quantity of birch rods; few blackboards, no maps, no charts, no busy-work material for the younger ones. A change, however, has come over the educational world, and that is the reason there is such a demand for the kindergarten and school supplies of J. W. Schermerhorn & Co., 3 East 14th street, N. Y.

A study of the technique of poetry, by C. Alphonso Smith, has lately been issued under the title of *Repetition and Parallelism in English Verse*. One critic says, "I have read the book from the first page to the last, and have found it intensely interesting and suggestive. Your exhaustive treatment of the subject is a valuable addition to the literature of poetics, and cannot fail to be appreciated by critics, teachers, students, and lovers of the music of verse." Send sixty cents for a specimen copy to the University Publishing Co., 43 East 10th street, N. Y.

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Give a boy or girl a box of paints and he will probably use the colors to decorate pictures in his reading book or geography. The effect will be striking if not artistic. This tendency to make colored pictures may be gratified without damage to the school-books, by supplying the children with Franklin's Pocket and School Crayons, made by the Franklin Mfg. Co., Rochester, N. Y. They are used for free-hand drawing, maps, music charts, pictures, etc.

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Spring is almost at hand and so is commencement day when class rings, pins, or buttons, will be in demand in high schools, seminaries, and colleges. An old and reliable dealer in these articles is E. R. Stockwell, 10 John street, N. Y. If an incentive for the pupil in the way of a medal is wanted he can furnish it.

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